



Maryland Comprehensive
Assessment Program

Social Studies 8
Practice Test



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.

1 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

2 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

3 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

4 Read the excerpt.

Liberty of the press and of opinion is calculated
[designed] to destroy all confidence between man and
man.

—U.S. Congressman

What was the result of the concern raised by this congressman?

- Ⓐ passage of the Sedition Act of 1798
- Ⓑ passage of the Intolerable Acts of 1774
- Ⓒ expansion of the abolitionist movement
- Ⓓ expansion of prison reforms

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.

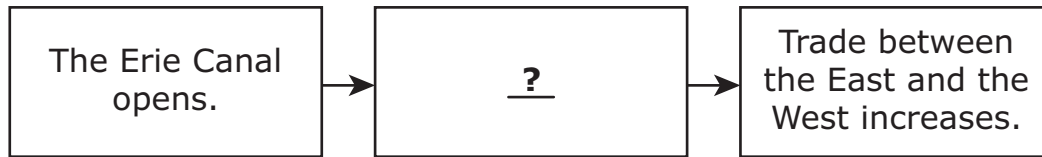
_____ ?

- 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 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.

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.

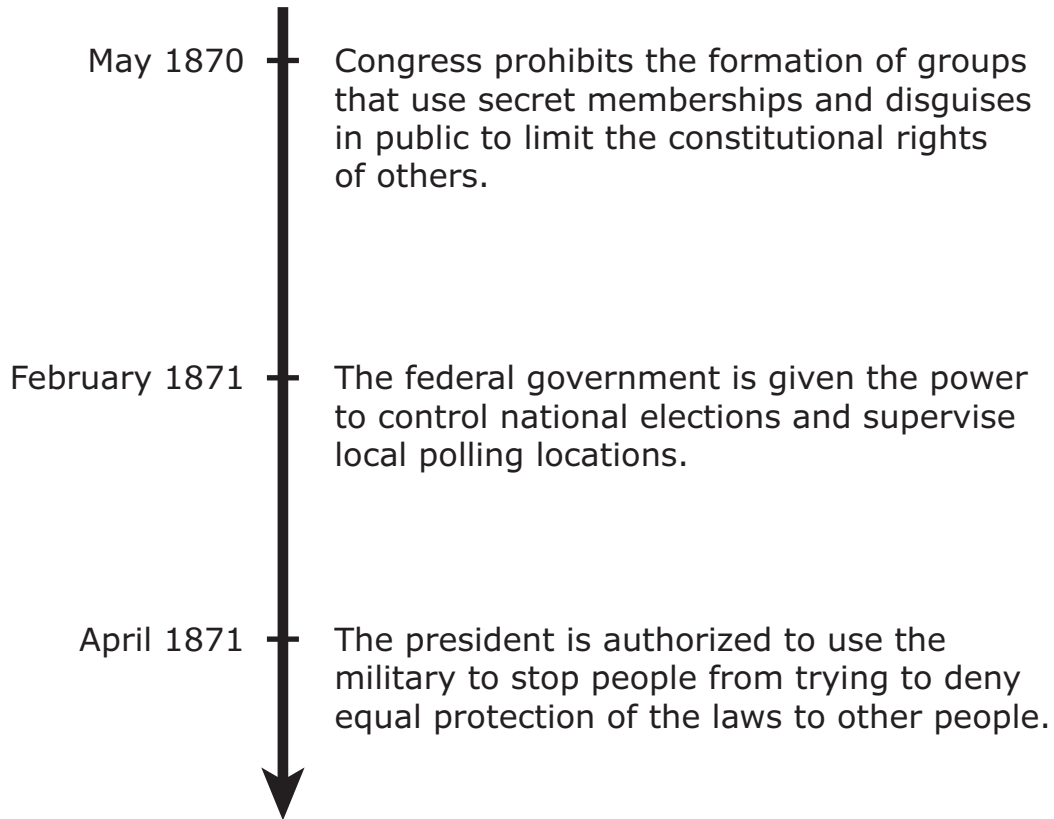
- Identify the reasons for Pontiac's Rebellion following the French and Indian War.
- Explain how Pontiac's Rebellion affected relationships between the British and the colonists.
- Use details and examples to support your response.

Enter your answer in the space provided.

[illegible]

11 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

- 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** 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.

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 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.

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.

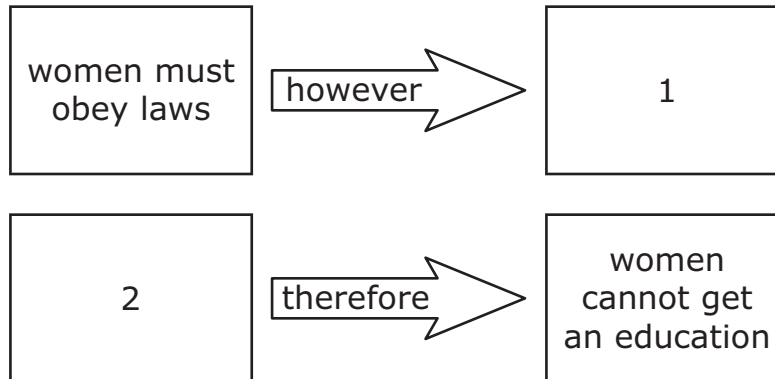
—Canassatego, Onondaga Chief, speaker for the
Iroquois Confederacy, 1742

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 Study the diagram.

Declaration of Rights and Sentiments



Part A

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

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

Part B

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

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

19 Which example **best** demonstrates the idea of promoting the general welfare as described in the Preamble to the U.S. Constitution?

- Ⓐ Congress passes the Alien and Sedition Acts.
- Ⓑ George Washington is inaugurated as the first president.
- Ⓒ The Constitution gives Congress the power to tax.
- Ⓓ James Madison writes essays supporting ratification.

20 Read the excerpt.

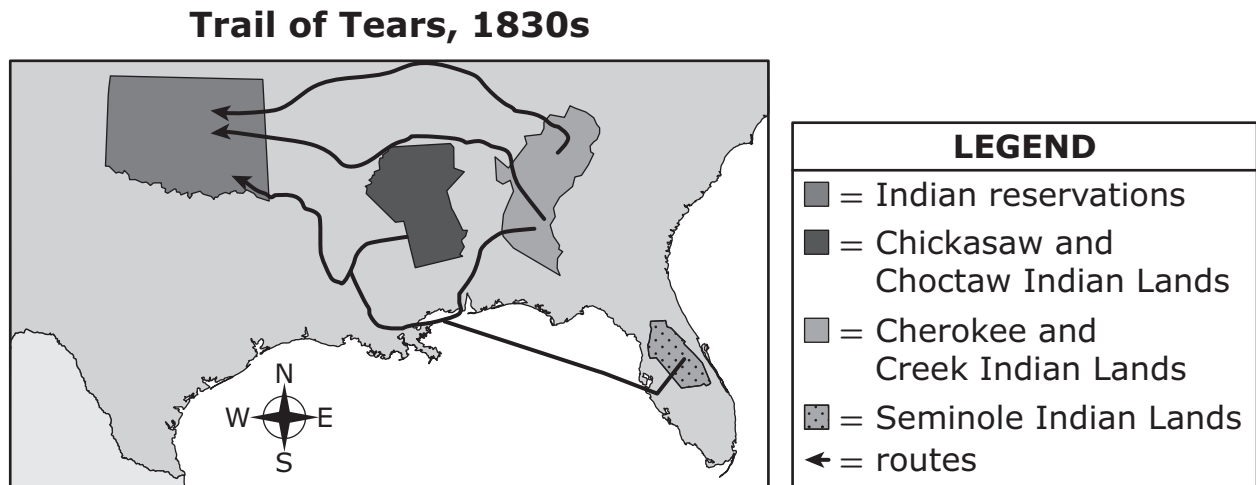
I honor those good men and women for their noble daring, and applaud them for willingly subjecting themselves to bloody persecution [mistreatment], by openly avowing [stating] their participation in the escape of slaves . . .

—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

21 Study the map.



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

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

22 Which **two** statements **best** reflect the main goals of the Homespun Movement during the American Revolution?

- Ⓐ We must protect our right to free speech.
- Ⓑ We will not accept this new tax on tea.
- Ⓒ We must remain loyal to Great Britain and to King George.
- Ⓓ We must make our own coats to protect our freedom.
- Ⓔ We will not buy goods imported from Great Britain.

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 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

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



Section 2

Directions:

Today you are going to take Section 2 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.

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1 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.

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 Lewis and Clark Expedition for a project. The compelling question is:

What was Sacagawea's most important contribution to the Lewis and Clark Expedition?

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

Background Information

In 1803, after purchasing the Louisiana Territory, President Thomas Jefferson asked Congress to fund an expedition to explore the American West. Captain Meriwether Lewis and Lieutenant William Clark led a group of about 35 men on this journey. Between May 1804 and September 1806, the Corps of Discovery, as the expedition company was called, traveled nearly 8,000 miles from St. Louis, Missouri, to the Pacific Ocean and back.

In April 1805, the Corps of Discovery proceeded up the Missouri River. The group included soldiers, civilians, and two newly-hired members—Sacagawea, a Shoshone Indian, and her husband, Toussaint Charbonneau, a French-Canadian fur trader.

Route of the Lewis and Clark Expedition

**KEY**

.... Expedition Route

Source A

Source Information: This is an excerpt from Captain Lewis’s journal from May 16, 1805. The day before, the expedition was hit by a wind storm which flipped over their boat. On the boat was important scientific information gathered in journals as well as medicine and tools.

. . . [I]n the evening our Instruments, Medicine, merchandise provision [goods]. . . were perfectly dried, repacked and put on board our medicine sustained the greatest injury, several articles of which were entirely spoiled, and many others considerably injured; the balance of our losses consisted of some garden seeds, a small quantity of gunpowder, and a few culinary [cooking] articles which fell overboard and sunk, the Indian woman [Sacagawea] . . . caught and preserved most of the light articles which were washed overboard . . . all matters being now arranged for our departure we lost no time in setting out.

Source B

Source Information: This article titled “The Challenge of Sacagawea” is from the North Dakota Historical Society’s website. In addition to offering news and events, this website has online exhibits about North Dakota’s past. Their mission is to “identify, preserve, interpret, and promote the heritage of North Dakota and its people.” The article was published in 2003 and the website is updated regularly.

Sacagawea wrote nothing herself. She was almost certainly illiterate. . . .Had Sacagawea recorded her own history it seems certain that our understanding of her would be significantly . . . different. . . The journal keepers . . . five of whose journals are extant [surviving] for the Sacagawea phase of the expedition, did not routinely report her activities. Sacagawea got noticed when she fed the expedition, when she became ill, . . . when her beads were needed for an economic transaction, when she showed extraordinary resourcefulness . . . and when she interpreted among her people. . . .She was mentioned . . . only a handful of times in the journals.

Source C

Source Information: This painting, *Lewis and Clark at Three Forks*, was painted by Edgar S. Paxson in 1912. Paxson was an American frontier painter who documented the disappearance of the Old West and the mistreatment of natives. He knew many American Indians and was sympathetic to the poor ways they had been treated. His paintings presented a romantic, but sometimes inaccurate view of western settlement. This painting shows Lewis and Clark to the left of Sacagawea and her husband, Toussaint Charbonneau, to the right. In the painting, she is identifying American Indian hunting grounds at the Three Forks Rivers that led into the Missouri River.



"Lewis and Clark at Three Forks" by Edgar S. Paxson, Oil on Canvas, 1912, Mural in the Montana State Capitol, Courtesy of the Montana Historical Society, Don Beatty, photographer

Source D

Source Information: This is an excerpt from William Clark’s journal from October 19, 1805, less than one month before reaching the Pacific Ocean. He describes the first interaction with the Umatilla Indians along the Columbia River in present-day Oregon. They were one of approximately 50 native tribes that the Corps met on their journey. After failed attempts to communicate with hand gestures, Clark entered their homes uninvited, emptied his pockets, and provided gifts to convince them of the expedition’s peaceful intentions, but could not persuade the men to come outdoors to talk.

. . . [T]he sight of This Indian woman [Sacagawea], wife to one of our interpreters confirmed those people of our friendly intentions, as no woman ever accompanies a war party of Indians in this quarter— Capt Lewis joined us and we Smoked with those people in the greatest friendship, during which time one of our Old Chiefs informed them who we were from whence [where] we Came and where we were going giving them a friendly account of us, . . . I Saw Several Horses and persons on horseback in the plains many of the men women and children Came up from the Lodges below; all of them appeared pleased to See us, we traded some few articles for fish and berries, Dined, and proceeded on past a Small rapid and 15 Lodges

What information raises concerns about Source C's usefulness as evidence for learning about Sacagawea's contributions to the Lewis and Clark Expedition?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

6 Part A

Do Source B and Source D provide similar or different viewpoints about Sacagawea's **most** important contribution?

- (A) similar
- (B) different

Part B

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

Enter your response in the space provided.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Explain how evidence from Source A supports the statement.

[illegible]

8 Part A

Consider the Source Information provided for Source B.

Select **one detail** from the Source Information that shows why a historian might choose to use the North Dakota Historical Society website for learning more about Sacagawea’s contributions to the Lewis and Clark Expedition.

This article titled “The Challenge of Sacagawea” is from the North Dakota Historical Society’s website. In addition to (A) offering news and events, this website has (B) online exhibits about North Dakota’s past. Their mission is to (C) “identify, preserve, interpret, and promote the heritage of North Dakota and its people.” The (D) article was published in 2003 and the website is updated regularly.

- Ⓐ “. . . offering news and events . . .”
- Ⓑ “. . . online exhibits about North Dakota’s past.”
- Ⓒ “. . . ‘identify, preserve, interpret, and promote the heritage of North Dakota and its people.’”
- Ⓓ “. . . article was published in 2003 . . .”

Part B

Explain why the detail you chose in Part A shows why a historian might choose to use the North Dakota Historical Society website for learning more about Sacagawea's contributions to the Lewis and Clark Expedition.

Enter your response in the space provided.

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

What was Sacagawea's most important contribution to the Lewis and Clark Expedition?

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.

[illegible]

Section 3

Directions:

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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.

1 What was one event that led to the defeat of the British during the War of 1812?

- Ⓐ The United States bought the Louisiana Territory from France.
- Ⓑ The concept of Manifest Destiny was abandoned.
- Ⓒ The American Navy won control of the Great Lakes.
- Ⓓ The United States experienced draft riots across the country.

2 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

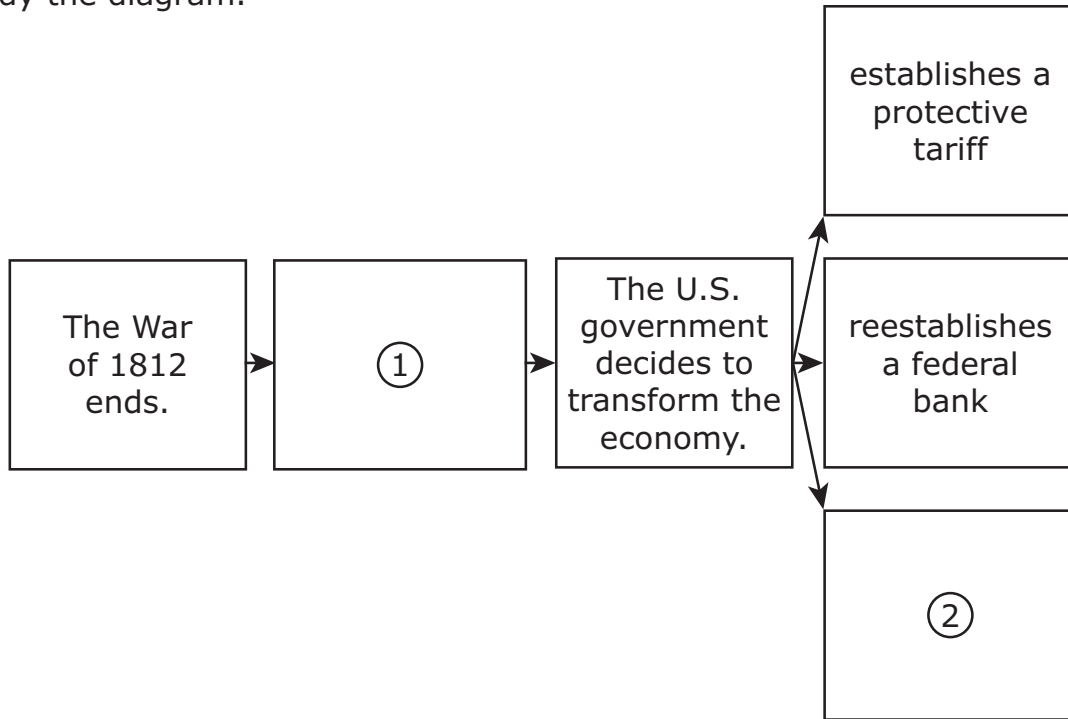
Source: National Park Service

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.

- 3** 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
- 4** 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

5 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

Part B

Which outcome of the War of 1812 goes in box 2?

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

- 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 Read the excerpt.

Let us then, fellow citizens, unite with one heart and one mind, let us restore . . . that harmony and affection without which liberty, and even life itself, are but dreary things. . . . We have called by different names brethren [brothers] of the same principle. We are all republicans: we are all federalists.

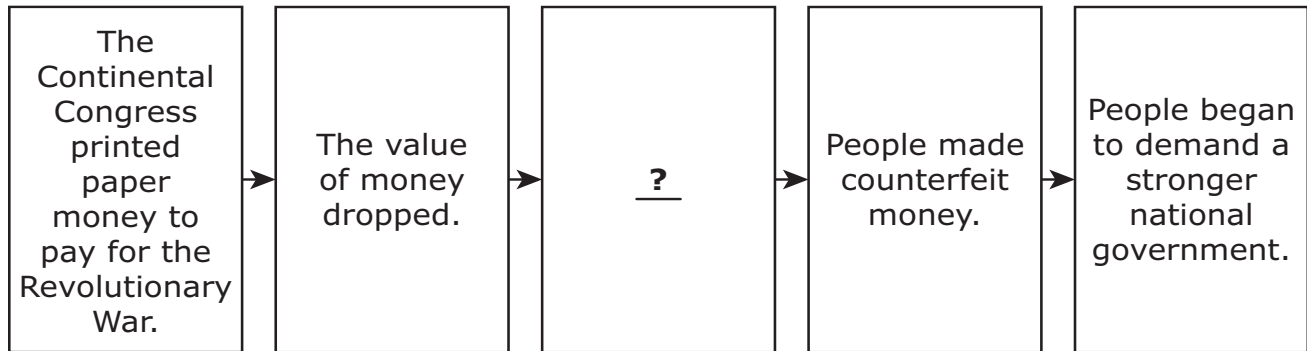
—President Thomas Jefferson, Inaugural Address, 1801

Which precedent set by George Washington was Jefferson promoting in this excerpt?

- Ⓐ a strict interpretation of the Constitution
- Ⓑ a peaceful transition of power
- Ⓒ the creation of an executive cabinet
- Ⓓ the establishment of a two-term limit

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.

10 Read the excerpt and use it to answer the constructed response question.

After freedom we couldn't make nothing, just overalls and something to eat. Half [your crop] went to the [farm owner] A man that didn't know how to count would always lose No matter how good account you kept, you had to go by their account If you didn't make no money . . . they would advance [give] you more. But . . . you better not try to leave and get caught. They'd keep you in debt.

—Henry Blake, former enslaved African American, oral interview, 1936 to 1938

- Identify the system described in this excerpt.
- Explain how the system denied economic freedoms to African Americans after the Civil War.
- Use details and examples to support your response.

Enter your answer in the space provided.

[illegible]

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.

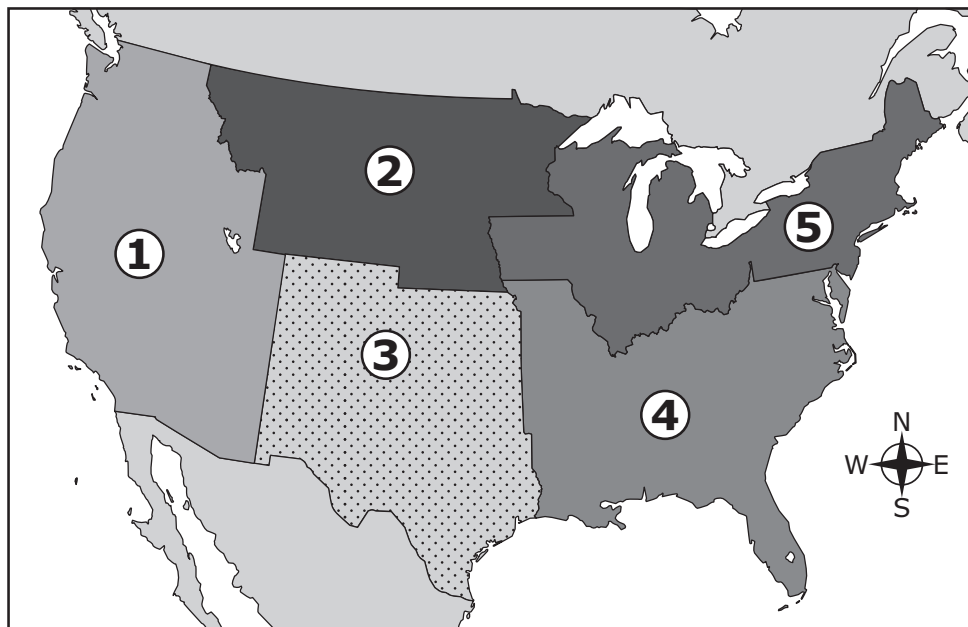
On March 3, 1863, Congress passed the Enrollment Act. It called for all male citizens and immigrants between the ages of 20 and 45 to register in a national military draft system. The act allowed for a person to be exempt from registering if he paid \$300 or found a person to replace him.

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?

- Ⓐ 1
- Ⓑ 2
- Ⓒ 3
- Ⓓ 4
- Ⓔ 5

14 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

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 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.

18 Read the excerpt.

America is destined for better deeds. . . . We have no interest in (A) the scenes of antiquity [the ancient past], only as lessons of avoidance of nearly all their examples. (B) The expansive future is our arena, and for our history. . . . We are the nation of human progress, and who will . . . set limits to our onward march? . . . We point to the everlasting truth on (C) the first page of our national declaration. . . . (D) The far-reaching, the boundless future will be the era of American greatness. In its magnificent domain of space and time, the nation of many nations is destined to manifest to mankind . . . divine principles; to establish on earth the noblest temple . . . to (E) the worship of the Most High—the Sacred and the True.

—John L. O’Sullivan, 1839

Which **two** statements reflect the key components of Manifest Destiny as described in this excerpt?

- Ⓐ “. . . the scenes of antiquity [the ancient past]. . . .”
- Ⓑ “The expansive future is our arena. . . .”
- Ⓒ “. . . the first page of our national declaration. . . .”
- Ⓓ “The far-reaching, the boundless future will be the era of American greatness.”
- Ⓔ “. . . the worship of the Most High. . . .”

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

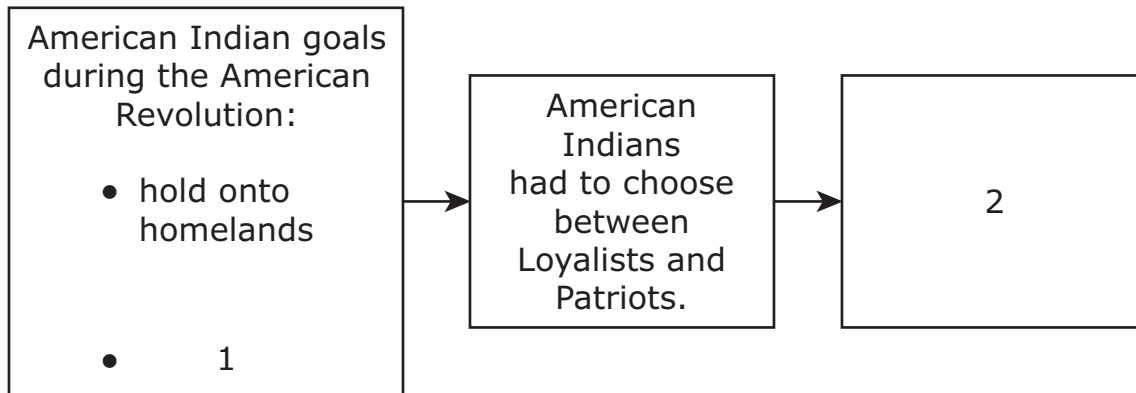
Which group's views are **best** represented by these song lyrics?

- Ⓐ 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 Study the diagram.



Part A

Which action about American Indian involvement in the American Revolution goes in box 1?

- Ⓐ maintain access to trade and supplies
- Ⓑ obtain citizenship and voting rights
- Ⓒ establish reservations
- Ⓓ American Indian confederacies break down.
- Ⓔ American Indian nations allied with the French.

Part B

Which action about American Indian involvement in the American Revolution goes in box 2?

- Ⓐ maintain access to trade and supplies
- Ⓑ obtain citizenship and voting rights
- Ⓒ establish reservations
- Ⓓ American Indian confederacies break down.
- Ⓔ American Indian nations allied with the French.

- 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.



Section 4

Directions:

Today you are going to take Section 4 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.

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.

- 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

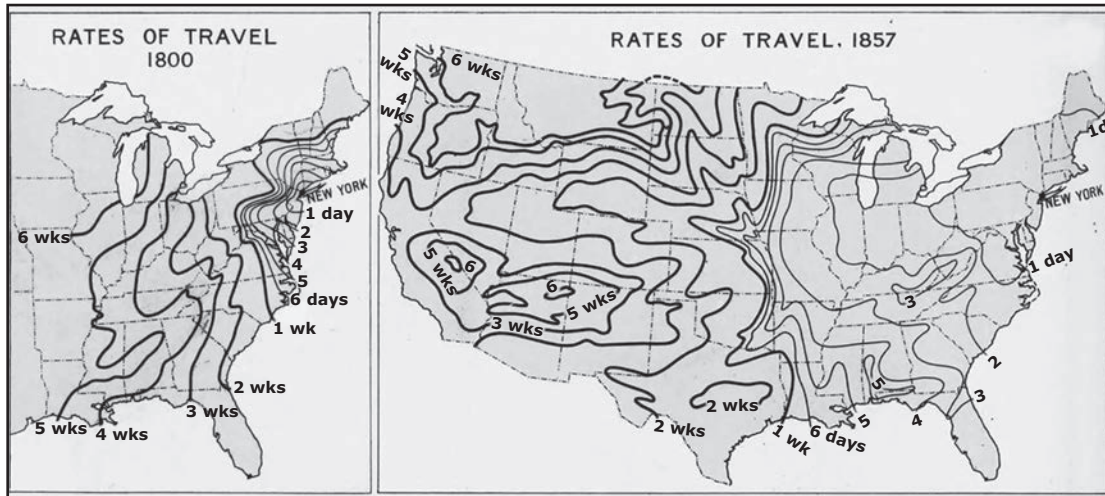
Source Information: The excerpt is from the *Annual Report of the Commissioner of Indian Affairs accompanying the Annual Report of the Secretary of the Interior* for the year 1856. The report was authored by George Washington Manypenny, who served as Commissioner of Indian Affairs from 1853–1857. He 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.



- Enter your response in the space provided.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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?

- [illegible]

- 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)

- 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.

[illegible]



The following pages include the answer key for all machine-scored items. Refer to the separate documents containing the rubrics for Sections 1 and 3 and Sections 2 and 4 for the hand-scored items.

Section 1

Item Number	Answer Key	Indicator
1.	C	Students will evaluate the impact of the Constitution on the structure of the United States government.
2.	C	Students will evaluate the short and long term impact of government decisions made during Federalist administrations.
3.	A	Students will evaluate the effectiveness of the United States government in protecting the rights of individuals and groups during the Civil War.
4.	A	Students will evaluate the short and long term impact of government decisions made during Federalist administrations.
5.	A,C,G (C & G = goals, A = response)	Students will evaluate the significance of the end of salutary neglect as a turning point in American History.
6.	C	Students will explain how the United States government protected or failed to protect the rights of individuals and groups.
7.	B	Students will examine the institution, conditions, and expansion of slavery while analyzing methods of social and political resistance.
8.	A	Students will analyze the influence of industrialization, technological, and demographic changes on society.
9.	B	Students will evaluate the effectiveness of the United States government in protecting the rights of individuals and groups during the Civil War.
10.	Refer to Rubric	Students will analyze the causes and consequences of the conflict among and between American Indians and European colonies.

Table continues on next page.

Section 1 Continued

Item Number	Answer Key	Indicator
11.	B	Students will analyze the political, economic, and social goals of Reconstruction.
12.	C	Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups.
13.	A,C	Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups.
14.	A	Students will evaluate the historical significance of the Louisiana Purchase on the United States.
15.	B	Students will evaluate the relative importance of key factors that led to an American victory in the Revolutionary War.
16.	A	Students will evaluate the reasons for the development of the United States Constitution.
17.	D	Students will analyze the causes and consequences of the conflict among and between American Indians and European colonies.
18.	A,B	Students will analyze the impact of antebellum reform movements on American politics and society.
19.	C	Students will evaluate the impact of the Constitution on the structure of the United States government.
20.	D	Students will analyze the impact of antebellum reform movements on American politics and society.
21.	C	Students will evaluate the political, economic, and social impact of Jacksonian Democracy.
22.	D,E	Students will evaluate the significance of the end of salutary neglect as a turning point in American History.
23.	B	Students will analyze the influence of industrialization, technological, and demographic changes on society.
24.	C	Students will evaluate the reasons for the development of the United States Constitution.
25.	B	Students will analyze factors affecting the outcome of the Civil War.

Section 2

Item Number	Answer Key	Indicator
1.	D	Students will evaluate the causes of the Civil War.
2.	B	Students will evaluate the political, economic, and social impact of Jacksonian Democracy.
3.	C	Students will analyze the political, economic, and social goals of Reconstruction.
4.	C,E	Students will evaluate the short and long term impact of government decisions made during Federalist administrations.
5.	Refer to Rubric	Evaluating sources
6.	A,B and refer to rubric	Evaluating sources
7.	Refer to Rubric	Evaluating sources
8.	A,B,C,D and refer to rubric	Evaluating sources
9.	Refer to Rubric	Constructing arguments using evidence from multiple sources.

Section 3

Item Number	Answer Key	Indicator
1.	C	Students will analyze the emerging foreign policy of the United States.
2.	B	Students will analyze factors affecting the outcome of the Civil War.
3.	C	Students will evaluate the historical significance of the Louisiana Purchase on the United States.
4.	B	Students will analyze the emerging foreign policy of the United States.
5.	D,C	Students will analyze the emerging foreign policy of the United States.
6.	B	Students will evaluate the relative importance of key factors that led to an American victory in the Revolutionary War.
7.	C	Students will evaluate the significance of the end of salutary neglect as a turning point in American History.

Table continues on next page.

Section 3 Continued

Item Number	Answer Key	Indicator
8.	B	Students will evaluate the short and long term impact of government decisions made during Federalist administrations.
9.	D	Students will evaluate the historical significance of the Articles of Confederation.
10.	Refer to Rubric	Students will analyze the political, economic, and social goals of Reconstruction.
11.	D	Students will analyze the political, economic, and social goals of Reconstruction.
12.	B	Students will evaluate the effectiveness of the United States government in protecting the rights of individuals and groups during the Civil War.
13.	B,C	Students will evaluate the causes of the Civil War.
14.	A	Students will evaluate the impact of the Constitution on the structure of the United States government.
15.	A	Students will examine the institution, conditions, and expansion of slavery while analyzing methods of social and political resistance.
16.	A	Students will evaluate the historical significance of the Articles of Confederation.
17.	C	Students will analyze the impact of antebellum reform movements on American politics and society.
18.	B,D	Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups.
19.	A	Students will evaluate the significance of the end of salutary neglect as a turning point in American History.
20.	D	Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups.
21.	A	Students will evaluate the historical significance of the Articles of Confederation.
22.	A,D	Students will evaluate the relative importance of key factors that led to an American victory in the Revolutionary War.

Table continues on next page.

Section 3 Continued

Item Number	Answer Key	Indicator
23.	A	Students will evaluate the political, social, and economic impact of westward expansion on individuals and groups.
24.	D	Students will explain how the United States government protected or failed to protect the rights of individuals and groups.
25.	C	Students will explain how the United States government protected or failed to protect the rights of individuals and groups.

Section 4

Item Number	Answer Key	Indicator
1.	A	Students will analyze the influence of industrialization, technological, and demographic changes on society.
2.	C	Students will evaluate the political, economic, and social impact of Jacksonian Democracy.
3.	B	Students will analyze how the Bill of Rights resolved the issues over the ratification of the Constitution.
4.	B,C (B = 1st column, C = 2nd column)	Students will evaluate the reasons for the development of the United States Constitution.
5.	Refer to Rubric	Evaluating sources
6.	A,B and refer to rubric	Evaluating sources
7.	A,B and refer to rubric	Evaluating sources
8.	D,E	Evaluating sources
9.	Refer to Rubric	Constructing arguments using evidence from multiple sources.