

8th grade American Studies sample test questions

PASS 1.2

Standard 1. The student will develop and practice process skills in social studies.

PASS OBJECTIVE 1.2: Identify, analyze, and interpret primary and secondary sources, such as artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media (e.g., television, motion pictures, and computer-based technologies) that reflect events and life in United States history.

1.

Any people anywhere, being inclined and having the power, have the right to rise up and shake off the existing government, and form a new one that suits them better.

— Abraham Lincoln, 1848

The idea expressed by President Lincoln in the quotation above is most like an idea expressed in the

- A Magna Carta.
- B Mayflower Compact.
- C Declaration of Independence.
- D U.S. Constitution.

PASS 1.2

2.

I am convinced that our system of temporary enlistments has prolonged the war...

We may expect everything from ours that a militia is capable of, but we must not expect...service for which regulars alone are fit. The late Battle of Camden is a melancholy [sad] comment upon this doctrine. The militia fled at first fire, and left the continental troops surrounded...

The constant fluctuation [change in number] of their men is one of the sources of disgust to the officers. Just when...they have brought their men to some kind of order, they...go home.

— General George Washington

What action did the Continental Congress need to take in order for the United States to defeat Great Britain and gain their independence?

- A create a professional army
- B form an alliance with France
- C borrow money from the states
- D purchase munitions from Spain

PASS 1.3

Standard 1. The student will develop and practice process skills in social studies.

PASS OBJECTIVE 1.3: Construct various timelines of United States, highlighting landmark dates, technological changes, major political, economic and military events, and major historical figures.

3.

1. Louisiana Purchase
2. War of 1812
3. Ratification of the Constitution
4. American Revolution

These events occurred in what order?

- A 2, 1, 4, 3
- B 3, 4, 2, 1
- C 1, 2, 4, 3
- D 4, 3, 1, 2

PASS 1.3

4.

Which event occurred before the signing of the Declaration of Independence?

- A Siege of Yorktown
- B Battle of Lexington
- C Retreat to Valley Forge
- D Battle of Saratoga

PASS 1.4

Standard 1. The student will develop and practice process skills in social studies.

PASS OBJECTIVE 1.4: Locate on a United States map major physical features, bodies of water, exploration and trade routes, and the states that entered the Union up to 1877.

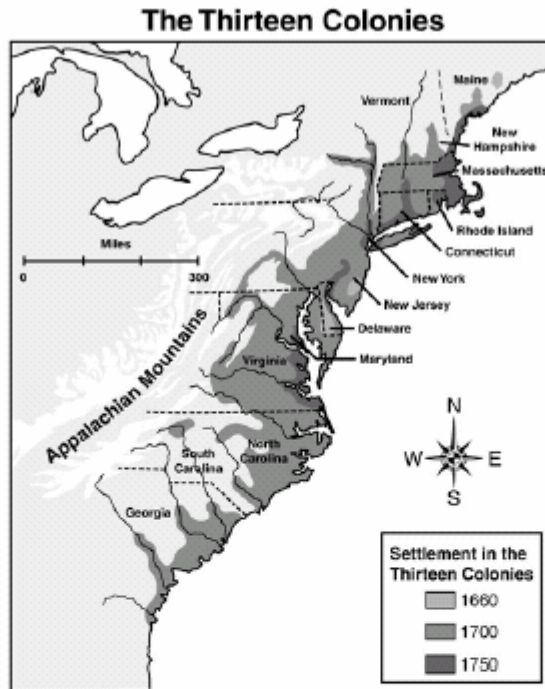
5.

Western Trails

The map, titled "Western Trails", shows the United States with four major trails highlighted. The Mormon Trail is a dotted line starting from Independence, Missouri, going south to Santa Fe, then west to Salt Lake City, and finally north to Ft. Bridger. The Oregon Trail is a dashed line starting from Independence, Missouri, going west to St. Joseph, then north to Ft. Bridger, and finally west to Astoria. The Old Spanish Trail is a dotted line starting from San Francisco, California, going south to Los Angeles, then east to Santa Fe, and finally north to Salt Lake City. The Santa Fe Trail is a solid line starting from Independence, Missouri, going west to Santa Fe, and then north to Ft. Bridger. Key locations marked include Astoria, San Francisco, Los Angeles, Ft. Bridger, Salt Lake City, Santa Fe, St. Joseph, Independence, Nauvoo, and St. Louis. A legend at the bottom identifies the trails by their line styles: Mormon Trail (dotted), Old Spanish Trail (dotted), Oregon Trail (dashed), and Santa Fe Trail (solid).

What best explains why these trails are indirect routes?

- A Pioneers heading west wanted to enjoy the scenery.
- B Land speculators paid settlers to use their property for travel.
- C The routes were laid out without regard to Native American tribes.
- D Natural barriers such as mountains and deserts had to be safely navigated.




People from different times in history look at maps from their own perspective. By 1750, colonists viewed the Appalachian Mountains as

- A an easy route to French Territory.
- B a valuable source of raw materials.
- C an extensive agricultural region.
- D a barrier to expansion.

PASS 1.4

7.

The United States



Which state was one of the first to enter the Union?

- A 1
- B 2
- C 3
- D 4

PASS 1.5

Standard 1. The student will develop and practice process skills in social studies.

PASS OBJECTIVE 1.5: Interpret economic and political issues as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs.

8.

Presidential Election of 1860

Candidate	Popular Vote	Percentage of Popular Vote	Electoral Vote
Lincoln (Republican Party)	1,865,593	39.79%	180
Douglas (Northern Democratic Party)	1,382,713	29.40%	12
Breckinridge (Southern Democratic Party)	848,356	18.20%	72
Bell (Constitutional Union Party)	592,906	12.61%	39

Based on the chart above, which of the following conclusions is correct?

- A** The Republican Party won with less than half of the popular vote.
- B** The Northern Democratic Party won a majority of the electoral vote.
- C** The Constitutional Union Party won with a majority of votes cast in the west.
- D** The Democratic Party won with support from voters in the northeast.

PASS 1.5

9.

**Value of Exports from Selected British Colonies to
Great Britain, 1768-1773
(in thousands of pounds sterling)**

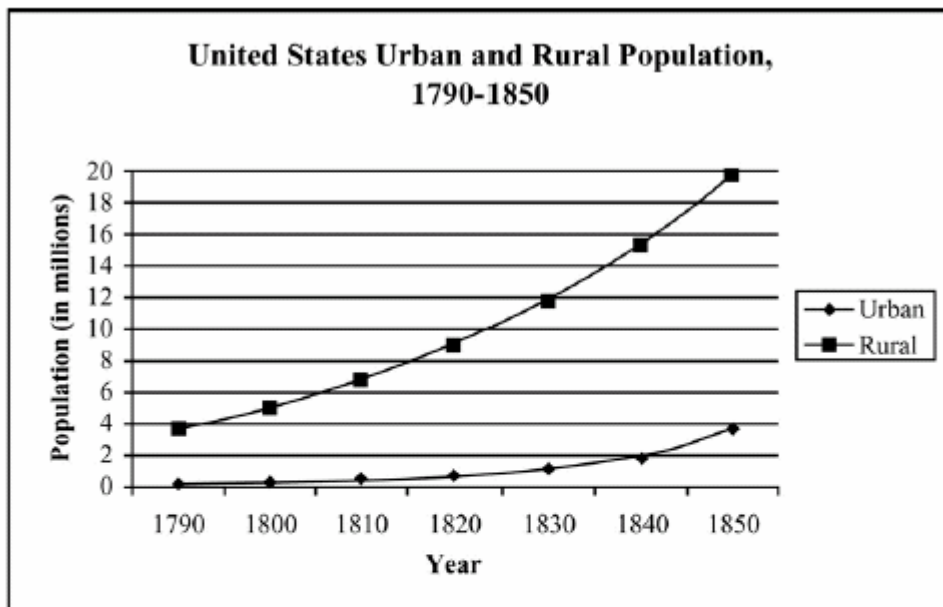
Year	New England	Middle Colonies	Southern Colonies	West Indies
1768	159	164	1164	1181
1769	145	106	1369	1167
1770	170	107	1291	1273
1771	166	148	1527	1101
1772	146	135	1640	1384
1773	141	129	1332	1266

Which of the following can be concluded from the chart?

- A** The West Indies competed with the Southern Colonies in exports.
- B** Each year the Middle Colonies were the largest exporters.
- C** The Southern and Middle Colonies regulated their exports.
- D** The value of exports from New England increased over time.

PASS 1.5

10.



Which of the following conclusions can be made from the graph above?

- A Immigrants to the U.S. after the American Revolution were farmers.
- B Urban populations increased after the American Revolution.
- C Improvements in transportation brought people to cities.
- D Employment opportunities decreased in urban areas.

PASS 1.6

Standard 1. The student will develop and practice process skills in social studies.

PASS OBJECTIVE 1.6: Make distinctions among propaganda, fact and opinion; evaluate cause and effect relationships; and draw conclusions.

11.

To be prepared for war is one of the most effectual means of preserving peace.

— George Washington, 1790

The quotation above indicates that Washington supported

- A forming a two-party political system.
- B maintaining a strong national defense.
- C signing treaties with Native Americans.
- D establishing ties with European countries.

PASS 1.6

12.

Which statement is an opinion about civic responsibilities?

- A Citizens should write to Senators.
- B Citizens can vote in the United States.
- C Citizens may be required to serve jury duty.
- D Citizens are required to go to court when called.

PASS 1.6

13.

FACT: There can be only one winner in an election.

FACT: The United States traditionally has a two party system.

FACT: Citizens of the United States seldom change party preference.

Which statement is supported by these facts?

- A** Third parties are backed by political extremists.
- B** Third parties are harmful to the political system.
- C** Third parties have had difficulty winning elections.
- D** Third parties have often outpolled the major parties.

PASS 1.7

Standard 1. The student will develop and practice process skills in social studies.

PASS OBJECTIVE 1.7: Interpret patriotic slogans and excerpts from notable quotations, speeches and documents (e.g., "Give me liberty or give me death," "Don't Tread On Me," "One if by land and two if by sea," "The shot heard 'round the world," "E Pluribus Unum," the Declaration of Independence, the Preamble to the Constitution, "Fifty-four forty or Fight," and the Gettysburg Address).

14.

The motto on the Great Seal of the United States of America is *E Pluribus Unum*, a Latin phrase that means "out of many, one."

What is the meaning that the Founding Fathers wanted to express with this motto?

- A A unified nation was formed from the various states.
- B A single government was formed with three branches.
- C A unified country was formed on territory from many nations.
- D A single nation was formed by leaders with many backgrounds.

PASS 1.7

15.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution of the United States of America...

—Preamble to the United States Constitution

The writers of the Constitution included the statement above in order to

- A demonstrate their belief in free speech.
- B limit the power of the legislative branch.
- C state their reasons for creating the government.
- D guarantee equal power among levels of government.

PASS 1.7

16.

The desire to create '*a more perfect union*' was more than just a way to make government more efficient, it was necessary for the very survival of an independent United States.

—A historian

The quotation refers to the reasons for writing the

- A Mayflower Compact.
- B Articles of Confederation.
- C United States Constitution.
- D Declaration of Independence.

PASS 3.1

Standard 3. The student will examine and explain the causes of the American Revolution and the ideas and interests involved in forging the revolutionary movement.

PASS OBJECTIVE 3.1: Explain the political and economic consequences of the French and Indian War in both Europe and North America, and the overhaul of English imperial policy following the Treaty of Paris of 1763 and the Proclamation of 1763.

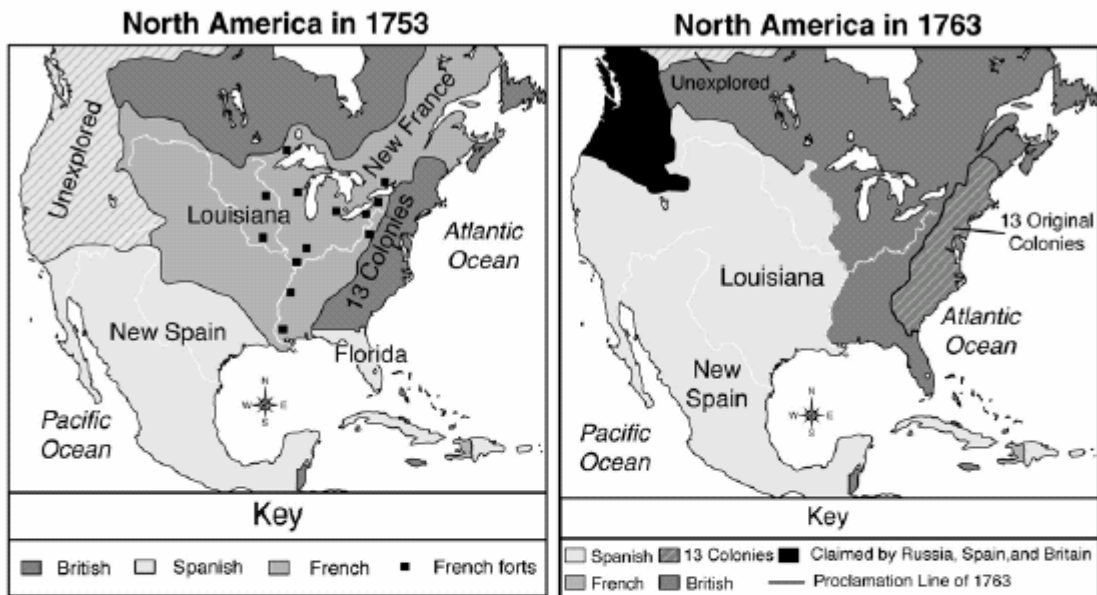
17.

How did the Proclamation of 1763 increase the tension between the American colonies and Great Britain?

- A The British king prohibited settlement west of the Appalachian Mountains.
- B British commanders encouraged Native Americans to attack colonists.
- C The British government reduced its military protection in the colonies.
- D British troops collected taxes to pay the war debt of Great Britain.

PASS 3.1

18.



A comparison of these maps shows that one result of the French and Indian War was that

- A France gained most of the unexplored lands.
- B France lost most of its land in North America.
- C Spanish territory extended to the Atlantic Ocean.
- D British territory in North America was abandoned.

PASS 3.1

19.

The Proclamation of 1763

- A increased taxes on imported tea.
- B established Florida as a British colony.
- C required colonists to house British soldiers.
- D barred settlement west of the Appalachian Mountains.

PASS 3.2

Standard 3. The student will examine and explain the causes of the American Revolution and the ideas and interests involved in forging the revolutionary movement.

PASS OBJECTIVE 3.2: Compare and contrast the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of the empire, including the Sugar, Stamp, and Declaratory Acts.

20.

We cannot petition and we cannot march! Yet we can spin, and brew, and refuse to buy! Let Parliament feel the powerful pinch of the Daughters of Liberty!

This quotation shows the reaction of colonial women to the

- A Stamp Act.
- B Boston Massacre.
- C Battle of Bunker Hill.
- D Declaration of Independence.

PASS 3.2

21.



The picture shows a colonial protest against British efforts to

- A raise money by taxing trade in the colonies.
- B prohibit westward settlement of colonists.
- C stop the sugar trade with the West Indies.
- D increase commercial activity with France.

PASS 3.2

22.

Which group led a violent campaign against the Stamp Act of 1765?

- A Loyalists
- B Minutemen
- C Sons of Liberty
- D Committees of Correspondence

PASS 3.3

Standard 3. The student will examine and explain the causes of the American Revolution and the ideas and interests involved in forging the revolutionary movement.

PASS OBJECTIVE 3.3: Reconstruct the chronology and recognize the significance of the critical events leading to armed conflict between the colonies and England.

- a. Colonial opposition to and protests against "taxation without representation" (e.g., the Sons of Liberty and boycotts of British goods).
- b. The Quartering Act and the Townshend Acts.
- c. The Boston Massacre.
- d. The Boston Tea Party and the "Intolerable Acts."
- e. The First Continental Congress.

23.

What British policy did American colonists protest at the Boston Tea Party?

- A** trial without jury
- B** quartering of troops
- C** abolishment of legislatures
- D** taxation without representation

PASS 3.3

24.



Why did Paul Revere make and distribute this engraving of the Boston Massacre?

- A He wanted to make money by selling the prints.
- B He wanted to turn public opinion against the British.
- C He wanted to convince the colonists to stop the rebellion.
- D He wanted to show the exact details of what happened that day.

PASS 3.3

25.

Which circumstance made British enactment of new laws intolerable to American colonists?

- A Colonists felt no need for foreign military protection.
- B American colonists had no representation in Parliament.
- C The French government influenced lawmakers in Britain.
- D The British king could veto the laws passed by Parliament.

PASS 3.5

Standard 3. The student will examine and explain the causes of the American Revolution and the ideas and interests involved in forging the revolutionary movement.

PASS OBJECTIVE 3.5: Examine the arguments between Patriots and Loyalists about independence and draw conclusions about how the decision to declare independence was reached at the Second Continental Congress.

26.

Which statement represents the point of view of a Loyalist during the Revolutionary War?

- A Abandon the Parliament!
- B Support Independence!
- C Remain Neutral!
- D Long Live the King!

PASS 3.5

27.

- About 40% of colonists support independence.
- About 20% of colonists are against independence.
- About 40% of colonists are undecided on

Which is the best title for the chart?

- A Colonists Demand Independence
- B Colonists Disagree Over Independence
- C Great Britain and the Colonies Negotiate
- D Great Britain and the Colonies Make Peace

A Discussion Among Colonists

JOHN: As citizens of Great Britain, it is our duty to remain faithful to our country and not to encourage this rebellion.

JACOB: Not only that, it would be unpatriotic to rebel against the king and our homeland!

WILLIAM: Great Britain defended us during the French and Indian War. It is only fair that we should pay for part of the costs of the war.

ROBERT: You are so wrong. The king is taking advantage of us and he has passed unfair laws. I fully support a movement to form a new country.

Which document were they most likely discussing?

- A Maryland Toleration Act
- B Articles of Confederation
- C Declaration of Independence
- D Fundamental Orders of Connecticut

PASS 4.1

Standard 4. The student will evaluate and describe the factors which affected the course of the American Revolution and contributed to the American victory.

PASS OBJECTIVE 4.1: Analyze the ideological war between Great Britain and her North American colonies as expressed in the Declaration of Independence.

- a. Explain the major ideas expressed in the Declaration of Independence and their intellectual origins.
- b. Describe how key principles of the Declaration of Independence grew in importance to become unifying ideas of democracy in the United States.

29.

Why was Thomas Paine's pamphlet, *Common Sense*, so influential with many colonists?

- A** It presented the argument for American independence in a straight forward, easy-to-understand manner.
- B** It presented a well-organized debate about current political issues, giving equal representation of the British and the colonies.
- C** It provided the colonists with convincing arguments to use when negotiating for trading prices with Native Indians.
- D** It argued that years of political corruption and religious intolerance had stripped England of its leadership.

PASS 4.1

30.

When...it becomes necessary for one People to...assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the Opinions of Mankind requires that they should declare the causes which impel them to the separation.

— from the Declaration of Independence

To whom is the Declaration of Independence addressed?

- A** people in European nations
- B** all people of the world
- C** European monarchs
- D** only colonists

PASS 4.1

31.

Which is an example of a conflict between Great Britain and the colonies?

- A War of 1812
- B English Civil War
- C American Revolution
- D French and Indian War

PASS 4.2

Standard 4. The student will evaluate and describe the factors which affected the course of the American Revolution and contributed to the American victory.

PASS OBJECTIVE 4.2: Explain the significance of the political, economic, geographic and social advantages and disadvantages of each side.

32.

Which did the British military use during the American Revolution?

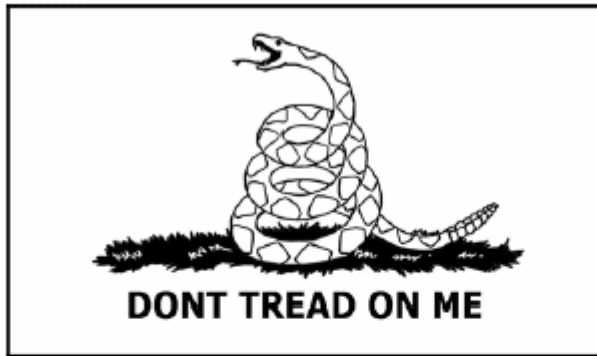
- A Hessian soldiers
- B Spanish guides
- C French rifles
- D Dutch ships

PASS 4.2

33.

Which was a main advantage of the colonists during the American Revolution?

- A famous leaders
- B familiar territory
- C better supplies
- D superior training



How did images like this help the American cause during the Revolutionary War?

- A They reminded Americans of values they shared with the British.
- B They persuaded Native Americans to support independence.
- C They reinforced a particular opinion about British actions.
- D They encouraged Loyalists to emigrate from the colonies.

PASS 4.3

Standard 4. The student will evaluate and describe the factors which affected the course of the American Revolution and contributed to the American victory.

PASS OBJECTIVE 4.3: Compare and contrast different roles in and perspectives on the war (e.g., men and women, white colonists of different social classes, free and enslaved African Americans, and Native Americans).

35.

Which statement best describes the participation of African Americans in the American Revolution?

- A Some fought on each side in the war.
- B Nearly all fought for the British in the war.
- C They learned new occupations during the war.
- D They fought mostly in segregated units during the war.

PASS 4.3

36.

One way both men and women supported the American Revolution was by

- A participating in boycotts of British goods.
- B making treaties with foreign nations.
- C enlisting in the Continental Army.
- D creating new state constitutions.

PASS 4.3

37.

Many African Americans supported the American Revolution because they

- A wanted to preserve the Southern economic system.
- B expected to get land when the war was over.
- C believed they would gain their freedom.
- D hoped to earn free passage to Africa.

PASS 4.4

Standard 4. The student will evaluate and describe the factors which affected the course of the American Revolution and contributed to the American victory.

PASS OBJECTIVE 4.4: Identify and chronologically detail significant developments, battles and events, including Lexington and Concord, the publication of *Common Sense*, Saratoga, the French Alliance, the Valley Forge encampment, Yorktown, and the Treaty of Paris of 1783, and explain how the colonists won the war against superior British resources.

38.

Why was the Battle of Saratoga a turning point in the American Revolution?

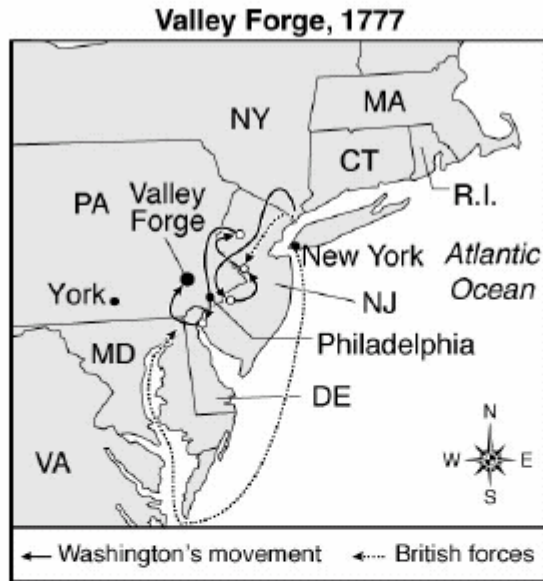
- A It allowed shipments of food to reach Americans at Valley Forge.
- B The Hessian fighters could no longer wage war for Great Britain.
- C It persuaded France to give military assistance to the Americans.
- D The British military was forced to surrender the city of Boston.

PASS 4.4

39.

Before 1776, few American colonists believed that independence from Great Britain was a good idea. What happened in 1776 to cause more people to support the idea of a revolution?

- A Thomas Paine wrote *Common Sense*.
- B George III became king of England.
- C The *Federalist Papers* were published in New York.
- D Parliament banned trade with the West Indies.



Which best explains why General Washington located his headquarters in Valley Forge during the winter of 1777?

- A He could easily attack the nearby British encampments from there.
- B He believed the surroundings could provide food, water, and defense.
- C He could quickly retreat to York, Philadelphia, or New York from there.
- D He believed the next battle should be fought away from populated areas.

PASS 4.5

Standard 4. The student will evaluate and describe the factors which affected the course of the American Revolution and contributed to the American victory.

PASS OBJECTIVE 4.5: Trace the formation of a national government of the United States by the Second Continental Congress in the Articles of Confederation.

41.

One reason it took the states from 1777 to 1781 to ratify the Articles of Confederation was the dispute that focused on

- A national military requirements.
- B foreign relationships.
- C western land claims.
- D local elections.

PASS 4.5

42.

The Articles of Confederation gave the power to enforce laws to the

- A individual states.
- B chief executive.
- C legislative branch.
- D federal courts.

PASS 4.5

43.

The framers of the Articles of Confederation did not create a strong central government because they

- A feared tyrannical rule.
- B hoped a monarchy would arise.
- C feared indirect contact between states.
- D believed the church could solve hard disputes.

PASS 4.6

Standard 4. The student will evaluate and describe the factors which affected the course of the American Revolution and contributed to the American victory.

PASS OBJECTIVE 4.6: Recognize the significance of key individuals, including King George III, Lord North, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Lord Cornwallis, Thomas Jefferson, Patrick Henry, and Thomas Paine.

44.

What was the main result of the Battle of Yorktown in 1781?

- A Paul Revere became a national hero.
- B The British captured southern seaports.
- C The United States won its independence.
- D Washington had more time to train his troops.

PASS 4.6

45.

Which person is most closely identified with the Minutemen?

- A Paul Revere
- B Thomas Paine
- C John Paul Jones
- D Thomas Jefferson

PASS 4.6

46.

I have never met a man, either in England or America, who hath not confessed his opinion, that a separation between the two countries, would take place one time or other. And there is no instance in which we have shown less judgment, than in endeavoring to describe, what we call, the ripeness or fitness of the Continent for independence.

— from *Common Sense*, 1776

Who wrote the passage quoted above?

- A John Adams
- B John Hancock
- C Thomas Paine
- D George Washington

PASS 5.1

Standard 5. The student will examine the significance of and describe the institutions and practices of government created during the American Revolution and how they were revised between 1787 and 1815 to create the United States Constitution and the Bill of Rights.

PASS OBJECTIVE 5.1: Evaluate the provisions of the Articles of Confederation, its provisions, strengths and weaknesses, and the various state constitutions.

47.

Which is one reason the Founding Fathers replaced the Articles of Confederation in 1787?

- A The Articles failed to protect the rights of slaves.
- B The Articles led to trade disputes between states.
- C The Articles failed to establish a legislative body.
- D The Articles created a tyrannical judicial system.

PASS 5.1

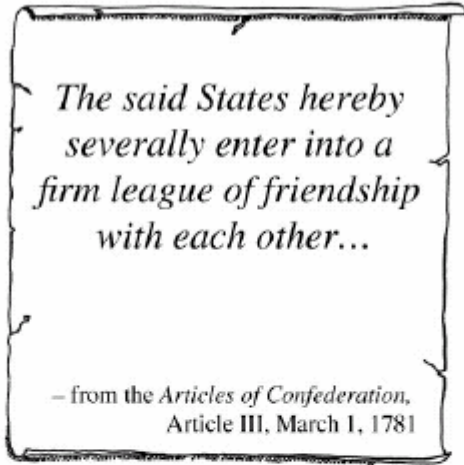
48.

Features of the Articles of Confederation

- Two-thirds majority needed to pass laws
- No control of interstate or foreign trade
- Congress could not collect taxes
- No executive department
- No national judicial branch
- Unanimous vote of states needed for amendments

One main problem of the Articles of Confederation was that it

- A made it too easy for the president to veto laws.
- B made it too difficult for Congress to enact laws.
- C placed too many limits on the rights of taxpayers.
- D placed too many restrictions on trade between states.



*The said States hereby
severally enter into a
firm league of friendship
with each other...*

– from the *Articles of Confederation*,
Article III, March 1, 1781

This quotation indicates that the Articles of Confederation most closely resembled

- A a bill of rights.
- B a treaty among nations.
- C a statement of grievances.
- D an unwritten constitution.

PASS 5.2

Standard 5. The student will examine the significance of and describe the institutions and practices of government created during the American Revolution and how they were revised between 1787 and 1815 to create the United States Constitution and the Bill of Rights.

PASS OBJECTIVE 5.2: Explain the dispute over the western lands and how it was resolved through the Northwest Ordinance, and describe the economic issues arising out of the Revolution and Shays' Rebellion.

50.

The **main** goal of the Northwest Ordinance of 1787 was to

- A prevent Canadian settlers from moving south.
- B prevent the legalization of slavery in the territories.
- C provide for seizure of land from Native Americans.
- D provide a way for new territories to join the Union.

PASS 5.2

51.

- Advance public education
- Encourage westward expansion
- Orderly admission of new states to the union

The subject of this list is the

- A Albany Plan.
- B Monroe Doctrine.
- C Northwest Ordinance.
- D Missouri Compromise.

PASS 5.2

52.

According to the Northwest Ordinance, a territory could become a state when the

- A people elected a legislature.
- B inhabitants voted to become a state.
- C residents adopted a state constitution.
- D population reached sixty thousand people.

PASS 5.3

Standard 5. The student will examine the significance of and describe the institutions and practices of government created during the American Revolution and how they were revised between 1787 and 1815 to create the United States Constitution and the Bill of Rights.

PASS OBJECTIVE 5.3: Recognize and analyze the significance of the Constitutional Convention, its major debates and compromises, and key individuals (e.g., George Washington, James Madison, and George Mason); the struggle for ratification of the Constitution as embodied in the *Federalist Papers* and Anti-Federalist arguments; and the addition of the Bill of Rights to the Constitution.

53.

Why did James Madison write some of *The Federalist Papers*?

- A He wanted to be the first president.
- B He did not favor a national bill of rights.
- C He did not support the new U.S. Constitution.
- D He wanted to respond to critics of the Constitution.

PASS 5.3

54.

Which would the Federalist Party have supported in the election of 1796?

- A opening more independent banks in small cities
- B transferring more power to state governments
- C passing protective tariffs on imported goods
- D ending property requirement for voting

PASS 5.3

55.

My political curiosity...leads me to ask:
Who authorized them to speak the
language of We the people, instead of We
the states?

— Patrick Henry

This quote shows that Patrick Henry was

- A a Democrat.
- B a Federalist.
- C a Republican.
- D an Antifederalist.

PASS 5.4

Standard 5. The student will examine the significance of and describe the institutions and practices of government created during the American Revolution and how they were revised between 1787 and 1815 to create the United States Constitution and the Bill of Rights.

PASS OBJECTIVE 5.4: Identify and explain the fundamental principles of the Constitution, including popular sovereignty, consent of the governed, separation of powers, checks and balances, and federalism.

56.

What experience led the Founding Fathers to create a limited government with divided powers?

- A The abuse of soldiers during the Revolutionary War.
- B The election of colonial assemblies in New England.
- C The creation of new colonies from Native American territory.
- D The tyranny of the British king after the French and Indian War.

PASS 5.4

57.

Speaker 1: I believe that all government power comes from “We the people.”

Speaker 2: I agree, but remember that elected representatives make important decisions in our system of government.

Speaker 3: Sure, but those representatives have to obey the U. S. Constitution, whatever they do.

Speaker 4: I think our government is the best in the world, even when I don’t agree with some of its actions.

The rule of law is a principle of government that is described by

- A Speaker 1.
- B Speaker 2.
- C Speaker 3.
- D Speaker 4.

PASS 5.4

58.

To prevent tyranny, the writers of the U. S. Constitution established

- A political parties.
- B presidential advisors.
- C executive departments.
- D separation of powers.

PASS 5.5

Standard 5. The student will examine the significance of and describe the institutions and practices of government created during the American Revolution and how they were revised between 1787 and 1815 to create the United States Constitution and the Bill of Rights.

PASS OBJECTIVE 5.5: Interpret and give examples of the rights, responsibilities, liberties, and protections all individuals possess under the Constitution and the Bill of Rights, including the freedoms of religion, speech, press, assembly and petition, and the rights to due process and trial by jury.

59.

First Amendment

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

Sixth Amendment

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial...and to have the assistance of counsel for his defense.

What is the most significant difference between the First Amendment and the Sixth Amendment?

- A The Sixth Amendment only protects people who can afford a lawyer, while the First Amendment only protects religious leaders.
- B The First Amendment protects everyone, while the Sixth Amendment protects people accused of a crime.
- C The First Amendment has no limits, while the Sixth Amendment has many limits.
- D The First Amendment only protects political leaders, while the Sixth Amendment only protects ordinary citizens.

PASS 5.5

60.

One way federal government powers are limited is that the

- A president can veto Supreme Court decisions.
- B state governors can nullify United States laws.
- C Bill of Rights protects the freedoms of citizens.
- D state constitutions set qualifications for Congress.

PASS 5.5

61.

An open and public political debate held in a city park is an example of people exercising

- A freedom of religion and right to petition.
- B freedom of speech and right to assemble.
- C freedom of the press and right to due process.
- D freedom of religion and the right to bear arms.

PASS 5.8

Standard 5. The student will examine the significance of and describe the institutions and practices of government created during the American Revolution and how they were revised between 1787 and 1815 to create the United States Constitution and the Bill of Rights.

PASS OBJECTIVE 5.8: Appraise how Chief Justice John Marshall's precedent-setting decisions in *Marbury v. Madison* and *McCulloch v. Maryland* interpreted the Constitution and established the Supreme Court as an independent and equal branch of the federal government.

62.

Which of the following was made possible by the ruling in *Marbury v. Madison*?

- A The president can veto an act of Congress.
- B The Congress can override a presidential veto.
- C The Congress can impeach a Supreme Court justice.
- D The Supreme Court can nullify a law passed by Congress.

PASS 5.8

63.

In *McCulloch v. Maryland*, the U.S. Supreme Court supported the principle of

- A popular sovereignty.
- B implied powers.
- C judicial review.
- D states' rights.

PASS 5.8

64.

In *McCulloch v. Maryland*, the Supreme Court ruled that

- A voting can be completed in private.
- B the U.S. Congress can regulate trade.
- C federal laws are superior to state laws.
- D the president can be sued by U.S. citizens.

PASS 5.9

Standard 5. The student will examine the significance of and describe the institutions and practices of government created during the American Revolution and how they were revised between 1787 and 1815 to create the United States Constitution and the Bill of Rights.

PASS OBJECTIVE 5.9: Describe United States foreign relations and conflicts, territorial disputes, the War of 1812, and the significance of the Monroe Doctrine, the Louisiana Purchase and the acquisition of Florida in the Adams-Onís Treaty.

65.

Which demonstrated that executive power can be expanded by presidential actions?

- A enactment of the Northwest Ordinance
- B purchase of the Louisiana Territory
- C establishing of the National Bank
- D organization of the Federalist Party

PASS 5.9

66.

War of 1812

— 1812 —

June 18 — The United States declares war on Great Britain.

October 13 — Battle of Queenston Heights

— 1813 —

September 10 — Battle of Lake Erie

— 1814 —

August 24 — British troops invade Washington, D.C.

December 24 — Peace treaty signed.

— 1815 —

January 8 — Battle of New Orleans

Which statement does the timeline support?

- A Great Britain won the last battle of the war.
- B The war was fought entirely from battleships.
- C The United States had Native American allies.
- D News was slow reaching military commanders.

PASS 5.9

67.

Which was a cause of the War of 1812?

- A The U.S. government claimed British territory.
- B The British refused to respect neutral trading rights.
- C The British navy attacked U.S. citizens living in Mexico.
- D The United States refused to allow British ships in its ports.

PASS 6.2

Standard 6. The student will examine and describe the economy of the United States from 1801 to 1877.

PASS OBJECTIVE 6.2: Evaluate the impact in the Northern states of the concentration of industry, manufacturing, and shipping; the development of the railroad system; and the effects of immigration and the immigrant experience.

68.

Which was a result of the coming of the railroad?

- A Canals were built in the Southwest.
- B Seaports next to railroads lost business.
- C Cities without railroads gained population.
- D Markets were expanded for U.S. goods.

PASS 6.2

69.

Which form of transportation was least affected by weather in the 1800s?

- A canoe
- B railroad
- C stagecoach
- D steamboat



Which is not a result of the innovation shown on the map above?

- A reduced transportation costs
- B creation of a national economy
- C increased European immigration
- D establishment of western settlements

PASS 6.3

Standard 6. The student will examine and describe the economy of the United States from 1801 to 1877.

PASS OBJECTIVE 6.3: Evaluate the impact in the Southern states of the dependence on cotton, the plantation system and rigid social classes, and the relative absence of enterprises engaged in manufacturing and finance.

71.

Which statement best explains why the Southern economy was dependent on cotton by the 1850s?

- A Banks did not operate in the South.
- B Industry was not developed in the South.
- C Wool production was opposed in the South.
- D Protective tariffs limited profits in the South.

PASS 6.3

72.

One effect of Eli Whitney's cotton gin was that

- A textile mills produced less cloth.
- B wheat farmers planted fewer acres.
- C cotton cloth became less expensive.
- D plantation slaves worked fewer hours.

PASS 6.3

73.

In the 1850s slavery was sustained by a growing European demand for Southern

- A tea.
- B sugar.
- C cotton.
- D tobacco.

PASS 6.4

Standard 6. The student will examine and describe the economy of the United States from 1801 to 1877.

PASS OBJECTIVE 6.4: Assess the economic, political and social aspects of slavery, the variety of slave experiences, African American resistance to slavery, and the rise of sharecropping and tenant farming.

74.

Which was most responsible for sustaining slavery in the 19th century?

- A the belief in a rigid social class structure
- B the desire to educate African Americans
- C the demand for Southern farm products
- D the need for profits to build railroads

PASS 6.4

75.

Southern dependence on slavery before the Civil War resulted in

- A slow industrial development in the South.
- B a large immigrant population in the South.
- C fast growth of universities in the South.
- D a large middle class in the South.

PASS 6.4

76.

My father was owned by a rich old boss named Captain Bullmay... De [The] Ulriches sold me when I was a girl to Dr. Odem... and I worked in his field, spun thread to make cloth, pulled fodder [livestock food],... and after a while... he swapped me off for two boys. My new owner was Gilbert Faulkner... I worked in de field for him until we was sot [set] free.

— Ann Ulrich Evans, 1937

Which statement about Evans is supported by the quotation?

- A She lived in the South.
- B She owned a cotton farm.
- C She learned to work in a textile mill.
- D She used the Underground Railroad.

PASS 7.3

Standard 7. The student will examine the significance of the Jacksonian era.

PASS OBJECTIVE 7.3: Describe and explain the Nullification Crisis and the development of the states' rights debates.

77.

The Nullification Crisis of 1832 was directly related to the issue of

- A slavery.
- B the tariff.
- C nationalism.
- D a national bank.

PASS 7.3

78.

Harry: As citizens of South Carolina, we do not have to go along with laws passed by the federal government if we think they are unconstitutional.

George: The Tariff of 1828 is unconstitutional and unfair to the Southern states.

Tyler: All states should have the power to veto laws of the national government.

Based on this conversation, Harry, George, and Tyler would most likely support

- A federalism.
- B states' rights.
- C freedom of the press.
- D separation of church and state.

PASS 7.3

79.

Before the Civil War, Southerners argued that high tariffs protected the interests of

- A Southern leaders.
- B Southern farmers.
- C Northern importers.
- D Northern industrialists.

PASS 7.4

Standard 7. The student will examine the significance of the Jacksonian era.

PASS OBJECTIVE 7.4: Compare and contrast the policies toward Native Americans pursued by presidential administrations through the Jacksonian era, and evaluate the impact on Native Americans of white expansion, including the resistance and removal of the Five Tribes (i.e., Choctaw, Chickasaw, Creek, Seminole, and Cherokee).

80.

Why did President Andrew Jackson support the Indian Removal Act of 1830?

- A to combine many treaties made with various tribes
- B to show concern for Native American customs
- C to make more land available to white settlers
- D to encourage Native American exploration

PASS 7.4

81.

Which president supported the idea of teaching Native Americans to become farmers?

- A James Madison
- B Andrew Jackson
- C George Washington
- D Thomas Jefferson

PASS 7.4

82.

Frederick: The Cherokee are not U.S. citizens, so they cannot be taxed by the federal government.

Suzanne: We need to separate the Choctaw from the Europeans to keep the Choctaw from losing their tribal identity.

Brian: The Cherokee can become successful cotton farmers in a very short time.

Elizabeth: In a few generations, the Seminoles will be assimilated into our nation.

Which person would most likely agree with Andrew Jackson's justification for the Indian Removal Act?

- A Frederick
- B Suzanne
- C Brian
- D Elizabeth

PASS 8.2

Standard 8. The student will research and interpret evidence of how Americans endeavored to reform society and create a distinct culture from 1801 to 1877.

PASS OBJECTIVE 8.2: Explain the fundamental beliefs of abolitionism and the operation of the Underground Railroad.

83.

The purpose of the Underground Railroad was to help slaves by

- A teaching literacy skills.
- B offering job opportunities in the West.
- C assisting their escape to the North.
- D encouraging them to govern themselves.

PASS 8.2

84.

William Lloyd Garrison believed that slavery should be

- A abolished immediately.
- B decided in a national vote.
- C viewed as an economic right.
- D allowed in the western territories.

PASS 8.2

85.

19th century abolitionists were opposed to

- A the sale of alcoholic beverages.
- B voting rights for African Americans.
- C laws to protect the rights of workers.
- D the expansion of slavery from the South.

PASS 8.4

Standard 8. The student will research and interpret evidence of how Americans endeavored to reform society and create a distinct culture from 1801 to 1877.

PASS OBJECTIVE 8.4: Identify major utopian experiments (e.g., New Harmony, Indiana, and Oneida, New York) and describe the reasons for their formation.

86.

Which utopian community developed into a successful international corporation?

- A Brook Farm, MA
- B New Harmony, IN
- C Oneida, NY
- D Nauvoo, IL

PASS 8.4

87.

Which event influenced the formation of utopian communities like New Harmony and Oneida most?

- A Second Great Awakening
- B War of 1812
- C Nullification Crisis
- D Mexican War

PASS 8.4

88.

Robert Owen established New Harmony Colony mainly because he wanted to

- A show how religious belief could increase industrial profits.
- B create a community based on his father's social theories.
- C profit from cheap labor in the United States.
- D start an experimental prison in Indiana.

PASS 8.6

Standard 8. The student will research and interpret evidence of how Americans endeavored to reform society and create a distinct culture from 1801 to 1877.

PASS OBJECTIVE 8.6: Identify and explain the significance of the activities of early reform leaders of different racial, economic and social groups in education, abolition, temperance, and women's suffrage.

89.

How did the abolition movement affect the women's suffrage movement in the 19th century?

- A Women's suffrage benefited from experiences gained in the abolition movement.
- B Women's suffrage broke up as disagreements emerged over the issue of slavery.
- C Women's suffrage lost support as reformers put their energy into abolition.
- D Women's suffrage succeeded in getting national legislation to end slavery.

PASS 8.6

90.

Which woman is closely associated with women's suffrage?

- A Dorothea Dix
- B Abigail Adams
- C Susan B. Anthony
- D Harriet Tubman



The woman whose work resulted in headlines like these was

- A Lucretia Mott.
- B Dorothea Dix.
- C Harriet Tubman.
- D Susan B. Anthony.

PASS 9.1

Standard 9. The student will evaluate and explain westward expansion of the United States from 1801 to 1877.

PASS OBJECTIVE 9.1: Examine and discuss Manifest Destiny as a motivation and justification for westward expansion, the lure of the West, and the reality of life on the frontier.

92.

In 1819, Secretary of State John Quincy Adams described North America as “our proper dominion.” What did he mean?

- A The United States did not need to have a foreign policy.
- B Negotiations would prevent future border disputes with Canada and Mexico.
- C The destiny of the United States was to expand throughout the entire continent.
- D North America was too vast and unfamiliar to be completely explored.

PASS 9.1

93.

Which statement best explains the concept of Manifest Destiny?

- A The United States is entitled to control the continent.
- B The United States should spread its culture around the world.
- C The American nation is filled with creative energy by immigration.
- D The western territories will remain under Native American control.

PASS 9.1

94.

Which opinion was used to defend the idea of Manifest Destiny?

- A Native Americans will get rich from selling their land to settlers.
- B The United States will have a civil war if it remains its current size.
- C Americans have a duty to spread their culture to less fortunate people.
- D The United States needs more wealth so that slavery can be abolished.

PASS 9.2

Standard 9. The student will evaluate and explain westward expansion of the United States from 1801 to 1877.

PASS OBJECTIVE 9.2: Delineate and locate territorial acquisitions (e.g., Texas Annexation, Mexican Cession, and Gadsden Purchase), explorations, events, and settlement of the American West using a variety of resources.

95.

California, Nevada, Utah, New Mexico, and most of Arizona were part of the

- A Oregon Country.
- B Mexican Cession.
- C Gadsden Purchase.
- D Louisiana Purchase.

PASS 9.2

96.

United States, 1803



What is the name of the darker shaded area?

- A British Territory
- B Spanish Territory
- C Mexican Territory
- D Louisiana Territory



During the 1840s the United States' commitment to this concept led to conflicts with

- A Mexico and Britain.
- B France and Spain.
- C Canada and Russia.
- D Spain and Mexico.

PASS 9.3

Standard 9. The student will evaluate and explain westward expansion of the United States from 1801 to 1877.

PASS OBJECTIVE 9.3: Describe the causes and effects of the Louisiana Purchase and the explorations of Lewis and Clark.

98.

The Louisiana Purchase contributed to U.S. economic growth by

- A** supplying natural resources to the nation.
- B** reducing the foreign debt of the government.
- C** limiting the French presence in North America.
- D** introducing Native American foods to the world.

PASS 9.3

99.

In 1804 the U.S. Congress approved the exploration of land from the western boundary of Louisiana to the Pacific Ocean.

This expedition was led by

- A** Jim Bridger.
- B** Meriwether Lewis and William Clark.
- C** Kit Carson and John Fremont.
- D** Zebulon Pike.

PASS 9.3

100.

Which U. S. president was responsible for the Louisiana Purchase?

- A** John Adams
- B** Thomas Jefferson
- C** James Madison
- D** James Monroe

PASS 9.5

Standard 9. The student will evaluate and explain westward expansion of the United States from 1801 to 1877.

PASS OBJECTIVE 9.5: Assess the factors that led to increased immigration (e.g., the Irish potato famine, railroad construction, and employment opportunities) and how ethnic and cultural conflict was intensified.

101.

Which was most responsible for increasing ethnic conflict in the United States in the 19th century?

- A abolition
- B nationalism
- C temperance
- D immigration

PASS 9.5

102.

Where did most immigrants to the United States come from prior to the Civil War?

- A Greece and Italy
- B China and Japan
- C Mexico and Spain
- D Great Britain and Ireland

PASS 9.5

103.

Irish immigration to the United States led to increased Nativism in the 1840s because the Irish were

- A Roman Catholics.
- B settling in urban areas.
- C going west to farm.
- D English speaking.

PASS 9.6

Standard 9. The student will evaluate and explain westward expansion of the United States from 1801 to 1877.

PASS OBJECTIVE 9.6: Compare and contrast the causes and character of the rapid settlement of Oregon and California in the late 1840s and 1850s.

104.

Who first explored the path that became known as the Oregon Trail?

- A fur trappers
- B English soldiers
- C Pike and Boone
- D missionaries

PASS 9.6

105.

Western Trails

Key: Mormon Trail - - - Oregon Trail
..... Old Spanish Trail ——— Santa Fe Trail

Which trails provided the most direct route from Independence, MO to Los Angeles, CA?

- A Oregon and Santa Fe
- B Oregon and Mormon
- C Mormon and Old Spanish
- D Santa Fe and Old Spanish

PASS 9.6

106.

The philosophy of Manifest Destiny is most associated with

- A an increased national pride.
- B a decreased interest in Europe.
- C a desire to eliminate slavery.
- D an interest in smaller government.

PASS 9.8

Standard 9. The student will evaluate and explain westward expansion of the United States from 1801 to 1877.

PASS OBJECTIVE 9.8: Describe the importance of trade on the frontiers and assess the impact of westward expansion on Native American peoples, including their displacement and removal and the Indian Wars of 1850s-1870s.

107.

Which statement is about the California Gold Rush?

- A Native Americans united to stop the prospectors.
- B Native Americans viewed the migration as an invasion.
- C Miners bought most of their land from Native Americans.
- D Miners respected most of the treaties with Native Americans.

PASS 9.8

108.

We Have No Place to Live

The railroads are bringing the miner who looks for gold. The buffalo are disappearing from the plains. They are the food for the railroad workers and targets for the hunter. The soldiers come to destroy our settlements. We have no place to live so we are sent to the reservations.

This Native American is most likely describing

- A Virginia.
- B Texas.
- C Oregon.
- D Colorado.

PASS 9.8

109.

Which group benefited least from westward expansion?

- A Irish immigrants
- B merchants
- C miners
- D Native Americans

PASS 10.2

Standard 10. The student will examine and describe how the North and South differed and how politics and ideologies led to the Civil War.

PASS OBJECTIVE 10.2: Examine how the invention of the cotton gin, the demand for cotton in northern and European textile factories, and the opening of new lands in the South and West led to the increased demand for slaves.

110.

Before the Civil War, the economy of the South mostly depended on cotton exports to

- A Canada.
- B Great Britain.
- C Mexico.
- D Spain.

PASS 10.2

111.

Which was one reason that abolition was generally unpopular among northern businessmen?

- A Many Southern farmers purchased slaves in the North.
- B Many Southern leaders were originally from the North.
- C Northern factories relied on the South for machine parts.
- D Northern textile mills depended on the South for cotton.

PASS 10.2

112.

The main way Southern leaders tried to maintain slavery before the Civil War was by

- A importing more slaves to the South.
- B investing in industries that needed slave labor.
- C causing conflict between business and labor in the North.
- D keeping a balance between the numbers of free and slave states.

PASS 10.4

Standard 10. The student will examine and describe how the North and South differed and how politics and ideologies led to the Civil War.

PASS OBJECTIVE 10.4: Explain how the Compromise of 1850, the publication of *Uncle Tom's Cabin*, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown's raid on Harper's Ferry contributed to and increased sectional polarization.

113.

How did passage of the Kansas-Nebraska Act increase tension between the North and the South?

- A It financed southern slave owners with federal tax dollars.
- B It approved a northern route for the transcontinental railroad.
- C It permitted banks to borrow money from wealthy industrialists.
- D It allowed the issue of slavery to be decided by popular sovereignty.

PASS 10.4

114.

Now if it is deemed necessary that I should forfeit my life...and mingle my blood further with the blood...of millions in this slave country whose rights are disregarded by wicked, cruel and unjust enactments, I say let it be done.

—1859

Which man most likely said these words?

- A Henry Clay
- B John Brown
- C Robert E. Lee
- D Stephen Douglas

PASS 10.4

115.

Which statement describes a result of the Dred Scott decision?

- A** It strengthened the abolition movement in the North.
- B** It weakened the secession movement in the South.
- C** It promoted the election of Abraham Lincoln.
- D** It overturned the Fugitive Slave Law.

PASS 10.5

Standard 10. The student will examine and describe how the North and South differed and how politics and ideologies led to the Civil War.

PASS OBJECTIVE 10.5: Discuss the significance of the presidential election of 1860, including the issues, personalities, and results.

116.

One result of the presidential election of 1860 was that

- A Southern states seceded from the Union.
- B The Electoral College was instituted.
- C The Republican Party lost power.
- D Nebraska became a slave state.

PASS 10.5

117.

Many Southerners believed that the election of Abraham Lincoln would lead to

- A additional slave states in the union.
- B increased representation for slave states.
- C secession of Southern states from the union.
- D decreased industrialization in Southern States.

PASS 10.5

118.

Southerners did not accept the presidency of Abraham Lincoln because

- A he had no formal education.
- B he had no experience with foreign affairs.
- C they believed he was a threat to their way of life.
- D they believed his supporters had rigged the election.

ANSWER KEY FOR 8th grade social studies sample questions

1. C
2. A
3. D
4. B
5. D

6. D
7. D
8. A
9. A
10. B

11. B
12. A
13. C
14. A
15. C

16. C
17. A
18. B
19. D
20. A

21. A
22. C
23. D
24. B
25. B

26. D
27. B
28. C
29. A
30. B

31. C
32. A
33. B
34. C
35. A

36. A
37. C
38. C
39. A
40. A

41. C
42. A
43. A
44. C
45. A

46. C
47. B
48. B
49. B
50. D

51. C
52. D
53. D
54. D
55. D

56. D
57. C
58. D
59. B
60. C

61. B
62. D
63. B
64. C
65. B

66. D
67. B
68. D
69. B
70. C

71. C
72. C
73. C
74. C
75. A

76. A
77. B
78. B
79. D
80. C

81. D
82. B
83. C
84. A
85. D

86. C
87. A
88. B
89. A
90. C

91. B
92. C
93. A
94. C
95. B

96. D
97. A
98. A
99. B
100. B

101. D
102. D
103. D
104. A
105. D

106. A
107. B
108. D
109. D
110. B

111. D
112. D
113. D
114. B
115. A

116. A
117. C
118. C