

Introduction - Grade 6 – 8 History–Social Science

The following released test questions are taken from the Grade 6 – 8 History–Social Science Standards Test. The test is administered to students in grade 8, covering the standards for grades 6, 7, and 8. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content and skills standards in Grade 6 – 8 History–Social Science. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, 2005, 2006, 2007, and 2008. First on the pages that follow are lists of the standards assessed on the Grade 6 – 8 History–Social Science Test. Next are released test questions. Following the questions is a table that gives the correct answer for each question, the content and skills (where applicable) standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
1. World History and Geography: Ancient Civilizations	16	23
2. Late Antiquity and the Middle Ages	14	22
3. Renaissance/Reformation	10	16
4. U.S. Constitution and the Early Republic	22	29
5. Civil War and Its Aftermath	13	19
TOTAL	75	109

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 6 – 8 History–Social Science Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

REPORTING CLUSTER 1: World History and Geography: Ancient Civilizations

The following seven California content standards (indicated by bold type) are included in Reporting Cluster 1 and are represented in this booklet by 23 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 6 – 8 California History–Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

World History and Geography: Ancient Civilizations (Grade 6)

WH6.1	Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
WH6.1.1.	Describe the hunter-gatherer societies, including the development of tools and the use of fire.
WH6.1.2.	Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
WH6.1.3.	Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.
WH6.2	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
WH6.2.1.	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
WH6.2.2.	Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
WH6.2.3.	Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
WH6.2.4.	Know the significance of Hammurabi's Code.
WH6.2.5.	Discuss the main features of Egyptian art and architecture.
WH6.2.6.	Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
WH6.2.7.	Understand the significance of Queen Hatshepsut and Ramses the Great.
WH6.2.8.	Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
WH6.2.9.	Trace the evolution of language and its written forms.
WH6.3	Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
WH6.3.1.	Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
WH6.3.2.	Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
WH6.3.3.	Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.

- WH6.3.4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
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- WH6.3.5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.
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- WH6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.**
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- WH6.4.1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.
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- WH6.4.2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).
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- WH6.4.3. State the key differences between Athenian, or direct, democracy and representative democracy.
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- WH6.4.4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.
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- WH6.4.5. Outline the founding, expansion, and political organization of the Persian Empire.
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- WH6.4.6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
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- WH6.4.7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
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- WH6.4.8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).
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- WH6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.**
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- WH6.5.1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
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- WH6.5.2. Discuss the significance of the Aryan invasions.
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- WH6.5.3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
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- WH6.5.4. Outline the social structure of the caste system.
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- WH6.5.5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
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- WH6.5.6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.
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- WH6.5.7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).
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- WH6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.**
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- WH6.6.1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
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- WH6.6.2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
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- WH6.6.3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
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- WH6.6.4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
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- WH6.6.5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
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- WH6.6.6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
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- WH6.6.7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.
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- WH6.6.8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.
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- WH6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.**
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- WH6.7.1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
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- WH6.7.2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).
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- WH6.7.3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
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- WH6.7.4. Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.
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- WH6.7.5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans’ restrictions on their right to live in Jerusalem.
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- WH6.7.6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).
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- WH6.7.7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.
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- WH6.7.8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.
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REPORTING CLUSTER 2: Late Antiquity and the Middle Ages

The following seven California content standards (indicated by bold type) are included in Reporting Cluster 2 and are represented in this booklet by 22 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 6 – 8 California History–Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Late Antiquity and the Middle Ages (Grade 7)

WH7.1	Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
WH7.1.1.	Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
WH7.1.2.	Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
WH7.1.3.	Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.
WH7.2	Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages.
WH7.2.1.	Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.
WH7.2.2.	Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
WH7.2.3.	Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.
WH7.2.4.	Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
WH7.2.5.	Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
WH7.2.6.	Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.
WH7.3	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
WH7.3.1.	Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

- WH7.3.2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
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- WH7.3.3. Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.
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- WH7.3.4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
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- WH7.3.5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.
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- WH7.3.6. Describe the development of the imperial state and the scholar-official class.
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- WH7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.**
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- WH7.4.1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.
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- WH7.4.2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
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- WH7.4.3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
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- WH7.4.4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
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- WH7.4.5. Describe the importance of written and oral traditions in the transmission of African history and culture.
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- WH7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.**
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- WH7.5.1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
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- WH7.5.2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
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- WH7.5.3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century.
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- WH7.5.4. Trace the development of distinctive forms of Japanese Buddhism.
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- WH7.5.5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.
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- WH7.5.6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.
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- WH7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.**
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- WH7.6.1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
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- WH7.6.2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
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Released Test Questions

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- WH7.6.3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
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- WH7.6.4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).
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- WH7.6.5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
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- WH7.6.6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
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- WH7.6.7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
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- WH7.6.8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).
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- WH7.6.9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.
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- WH7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations.**
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- WH7.7.1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
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- WH7.7.2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
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- WH7.7.3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
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- WH7.7.4. Describe the artistic and oral traditions and architecture in the three civilizations.
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- WH7.7.5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations’ agricultural systems.
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REPORTING CLUSTER 3: Renaissance/Reformation

The following four California content standards (indicated by bold type) are included in Reporting Cluster 3 and are represented in this booklet by 16 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 6 – 8 California History–Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER**Renaissance/Reformation (Grade 7)****WH7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.**

WH7.8.1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).

WH7.8.2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.

WH7.8.3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.

WH7.8.4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).

WH7.8.5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

WH7.9 Students analyze the historical developments of the Reformation.

WH7.9.1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).

WH7.9.2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).

WH7.9.3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.

WH7.9.4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.

WH7.9.5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).

WH7.9.6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.

WH7.9.7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

WH7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

Released Test Questions

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- WH7.10.1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
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- WH7.10.2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).
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- WH7.10.3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.
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- WH7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).**
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- WH7.11.1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
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- WH7.11.2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.
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- WH7.11.3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
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- WH7.11.4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
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- WH7.11.5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).
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- WH7.11.6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.
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REPORTING CLUSTER 4: U.S. Constitution and the Early Republic

The following eight California content standards (indicated by bold type) are included in Reporting Cluster 4 and are represented in this booklet by 29 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 6 – 8 California History–Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

U.S. Constitution and the Early Republic (Grade 8)

US8.1	Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.
US8.1.1.	Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
US8.1.2.	Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
US8.1.3.	Analyze how the American Revolution affected other nations, especially France.
US8.1.4.	Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
US8.2	Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.
US8.2.1.	Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
US8.2.2.	Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
US8.2.3.	Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
US8.2.4.	Describe the political philosophy underpinning the Constitution as specified in the <i>Federalist Papers</i> (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
US8.2.5.	Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
US8.2.6.	Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
US8.2.7.	Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.
US8.3	Students understand the foundation of the American political system and the ways in which citizens participate in it.

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- US8.3.1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
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- US8.3.2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
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- US8.3.3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
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- US8.3.4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
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- US8.3.5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
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- US8.3.6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
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- US8.3.7. Understand the functions and responsibilities of a free press.
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- US8.4 Students analyze the aspirations and ideals of the people of the new nation.**
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- US8.4.1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
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- US8.4.2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).
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- US8.4.3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
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- US8.4.4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).
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- US8.5 Students analyze U.S. foreign policy in the early Republic.**
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- US8.5.1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
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- US8.5.2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.
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- US8.5.3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.
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- US8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.**
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- US8.6.1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
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- US8.6.2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
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- US8.6.3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
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- US8.6.4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
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- US8.6.5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.
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- US8.6.6. Examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
-
- US8.6.7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).
-
- US8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.**
-
- US8.7.1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
-
- US8.7.2. Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
-
- US8.7.3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
-
- US8.7.4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.
-
- US8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.**
-
- US8.8.1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
-
- US8.8.2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
-
- US8.8.3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
-
- US8.8.4. Examine the importance of the great rivers and the struggle over water rights.
-
- US8.8.5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
-
- US8.8.6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.
-

REPORTING CLUSTER 5: Civil War and Its Aftermath

The following four California content standards (indicated by bold type) are included in Reporting Cluster 5 and are represented in this booklet by 19 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 6 – 8 California History–Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER**Civil War and Its Aftermath (Grade 8)**

US8.9	Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
US8.9.1.	Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
US8.9.2.	Discuss the abolition of slavery in early state constitutions.
US8.9.3.	Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
US8.9.4.	Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
US8.9.5.	Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).
US8.9.6.	Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.
US8.10	Students analyze the multiple causes, key events and complex consequences of the Civil War.
US8.10.1.	Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
US8.10.2.	Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
US8.10.3.	Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
US8.10.4.	Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
US8.10.5.	Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
US8.10.6.	Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
US8.10.7.	Explain how the war affected combatants, civilians, the physical environment, and future warfare.

US8.11 Students analyze the character and lasting consequences of Reconstruction.

-
- US8.11.1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
-
- US8.11.2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
-
- US8.11.3. Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.
-
- US8.11.4. Trace the rise of the Ku Klux Klan and describe the Klan’s effects.
-
- US8.11.5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.
-

US8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

-
- US8.12.1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
-
- US8.12.2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
-
- US8.12.3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
-
- US8.12.4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
-
- US8.12.5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
-
- US8.12.6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
-
- US8.12.7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
-
- US8.12.8. Identify the characteristics and impact of Grangerism and Populism.
-
- US8.12.9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).
-

CALIFORNIA ANALYSIS SKILLS STANDARDS FOR GRADE 6 – 8

History and Social Science Analysis Skills (Grade 6 – 8)***Chronological and Spatial Thinking***

- CS1. Students explain how major events are related to one another in time.
- CS2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
- CS3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

- HR1. Students frame questions that can be answered by historical study and research.
- HR2. Students distinguish fact from opinion in historical narratives and stories.
- HR3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- HR4. Students assess the credibility of primary and secondary sources and draw sound conclusions about them.
- HR5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

- HI1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- HI2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
- HI3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
- HI4. Students recognize the role of chance, oversight, and error in history.
- HI5. Students recognize that interpretations of history are subject to change as new information is uncovered.
- HI6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

At least twenty-five percent of the content questions must include an element of the skills standards.

1 Why did Stone Age people practice slash-and-burn agriculture?

- A to fulfill spiritual beliefs
- B to make irrigation easier
- C to drive away wild animals
- D to clear land for farming

CSH10241

2 Which development *most* enabled early peoples to form permanent settlements?

- A advances in agricultural production
- B the creation of democratic government
- C the spread of monotheism
- D advances in written language

CSH10239

3 Hammurabi’s Code of ancient Mesopotamian society was important because it

- A listed the laws and the corresponding punishments.
- B explained how government officials were chosen.
- C established a single currency for use across the empire.
- D described how to perform formal religious ceremonies.

CSD10055

4 The art and architecture of ancient Egypt were designed to emphasize the

- A value of the arts in daily life.
- B role of the individual as an artist.
- C idea of beauty as seen by the artist.
- D religious idea of eternal life.

CSD00038

5

It is visible from great distances. It is a reminder to all who see it of the wealth and power of the leader of the people who built it and of his glory and greatness as a god here on the Earth.

The speaker in the passage above is referring to the

- A Greek tyrant and the Parthenon.
- B Egyptian pharaoh and his pyramid.
- C Assyrian king and his lighthouse.
- D Hebrew king and the Temple.

CSD00040

6 Cuneiform and hieroglyphics were important achievements in the development of

- A written language.
- B religious beliefs.
- C agricultural production.
- D representative government.

CSV20825

7 The Ten Commandments of the ancient Hebrews has had the greatest influence on the development of Western

- A parliamentary democracies.
- B moral and ethical teachings.
- C feudal social class systems.
- D styles in art and literature.

CSH10165

Released Test Questions

History–Social Science

8 Jewish scripture says that God’s laws were delivered to the ancient Hebrews by

- A Abraham.
- B Solomon.
- C Moses.
- D David.

CSH10255

9 The diaspora, the dispersing of the Jewish people, refers to their

- A exile from their homeland.
- B collection of their sacred writings.
- C effort to convert nonbelievers.
- D opposition to the Crusades.

CSV23338

10 Greece’s mountainous terrain and its series of small islands influenced the ancient Greeks to develop

- A a political system based on independent city-states.
- B a culture that was uniform throughout its vast empire.
- C an economic system based on mining precious metals.
- D a society completely isolated from other civilizations.

CSH10164

11

We regard an individual who takes no interest in public affairs not as harmless, but as useless.

—Pericles’ Funeral Oration

The quotation above illustrates the importance ancient Athenians placed on individual participation in the

- A education of young children.
- B religious rituals of the community.
- C political process of the city-state.
- D economic activities of the household.

CSD10060

12 The legacy of ancient Greek myths and epics, such as the *Iliad*, continues to provide people with

- A accurate descriptions of historical events.
- B heroic figures and great adventures.
- C real life stories about everyday people.
- D objective studies of ancient civilizations.

CSD00022

13

atlas — a collection of maps
 herculean — very powerful
 labyrinth — a maze
 olympian — majestic, honored

All of these words used in the English language today originated in myths of the

- A Chinese.
- B Romans.
- C Greeks.
- D Egyptians.

CSD00067

14 Ancient Greeks used myths about their gods primarily to

- A strike fear in their enemies.
- B explain events in the natural world.
- C justify their type of government.
- D undermine the Persian religion.

CSV20240

15 In 480 B.C., the independent Greek city-states formed an alliance under the leadership of Athens and Sparta during their conflict with the

- A Persians.
- B Egyptians.
- C Romans.
- D Huns.

CSV20242

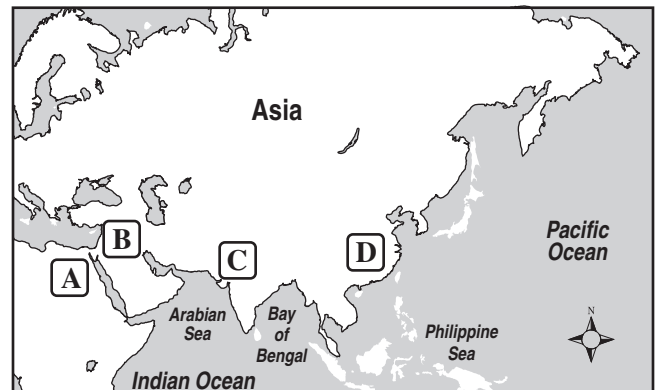
16

How did the rise to power and reign of Alexander *most* affect Greece?

- A He established a peaceful relationship with the Persian Empire.
- B He strengthened greatly the concept of democratic rule.
- C He made Macedonia into the intellectual center of the Hellenistic world.
- D He ended the power of the city-states and established a unified nation.

CSV21006

17



Which letter on the map above is the location of the Indus River Valley and the early civilization it supported?

- A location A
- B location B
- C location C
- D location D

CSV22594

Released Test Questions

History–Social Science

18 Which statement about the Hindu caste system in India is accurate?

- A Different castes shared the same rules for governing their behavior.
- B Foreigners were treated as members of the lowest caste.
- C Castes were encouraged to interact with one another.
- D People were required to stay in the same caste to which they were born.

CSV20137

19

- Began in 500s B.C.
- Hoped to preserve order in society
- Attempted to establish a harmonious society
- Created a system of ethics for society

Which individual was responsible for the Chinese social movement described in the text box above?

- A Buddha
- B Asoka
- C Confucius
- D Shi Huangdi

CSV23306

20 The Chinese people turned to the teachings of Confucius because his ideas were thought to help

- A unify the Chinese against foreign enemies.
- B restore order in China.
- C stop the Chinese people from converting to Islam.
- D create democratic institutions.

CSF00030

21 What was the main contribution of Emperor Shi Huangdi to China?

- A He unified most of China under one government.
- B He established a public education system in China.
- C He required citizens to use the Mongol language.
- D He encouraged acceptance of the Hindu religion.

CSF10146

22 What effect did Julius Caesar's seizure of power have on the Roman political system?

- A It secured the rights of the commoners against the nobles.
- B It allowed for control of the state by the Senate.
- C It marked the transition from a republic to an empire.
- D It standardized the system by which emperors were chosen.

CSV20326

23 The origins of checks and balances in the U.S. political system can be traced to the

- A French monarchy.
- B Roman Republic.
- C Greek aristocracy.
- D Aztec Empire.

CSD00355

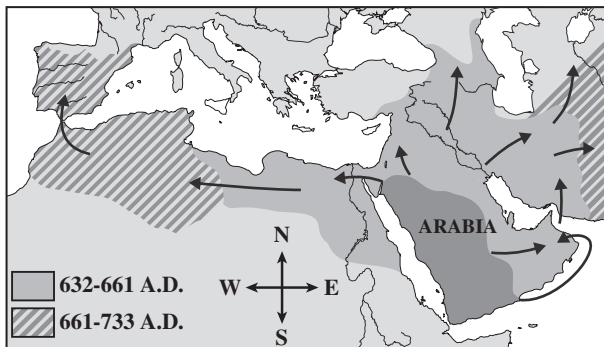
24 The wars with Carthage (264–146 B.C.) gave the Roman Empire control of

- A North Africa.
- B Asia Minor.
- C Northern Europe.
- D the Middle East.

CSV21898

25

The Mediterranean World



The map above represents the military conquests associated with the spread of what major world religion?

- A Christianity
- B Judaism
- C Islam
- D Hinduism

CSF10171

26 In the 700s A.D., Arabian merchants played an important role in

- A spreading new technology among Asia, Africa, and Europe.
- B converting large numbers of Western Europeans to Islam.
- C uniting most of Asia and Europe under a single religion.
- D stopping the invasions of nomadic people from Central Asia.

CSV20988

27 Which shows the importance the Mongols placed on improving trade contacts with other civilizations?

- A the conquest of Constantinople
- B the establishment of caravan routes
- C the construction of large merchant fleets
- D the creation of a national currency

CSF10263

28 Which of these describes how paper was introduced into medieval Europe?

- A The Chinese introduced it to the Arabs, who passed it on to Europeans.
- B The Swedes bought it from Russians, who learned about it from Indians.
- C The Turks learned to make it and sold the process to Europeans.
- D The Arabs learned about paper making from the Japanese and taught Europeans.

CSD00026

Released Test Questions

History–Social Science

8

29

Beginning with childhood, all of man's study is centered on one aim alone: to emerge successfully from the three days' examinations, and all he has in mind is what success can bring to him in terms of power, influence, and prestige.

—Ye Shih, Chinese scholar

The examinations described in the quotation above were necessary for a position as a Chinese

- A soldier.
- B priest.
- C silk merchant.
- D government official.

CSV23289

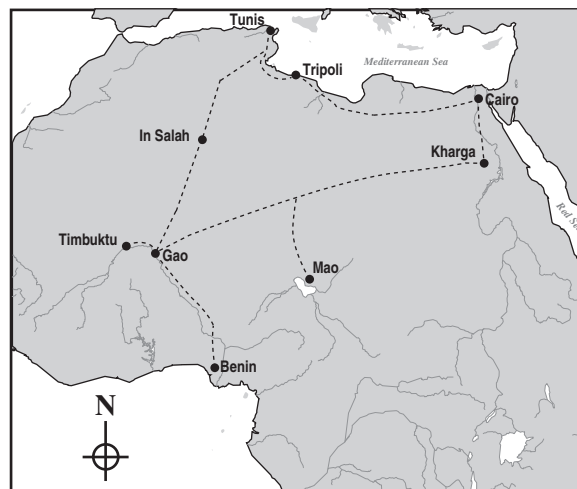
30 How did the location of cities in the West African empires of Ghana and Mali influence their growth?

- A Their location in river valleys allowed for extensive farming.
- B Their coastal location made the cities major ports for maritime trade.
- C Their location on major trade routes allowed them to prosper economically.
- D Their mountainous location made the cities easily defensible.

CSV20993

31

Trans-Saharan Contacts



The contacts between civilizations shown in the map above were *primarily* made by

- A explorers who were mapping Central Africa.
- B traders who crossed the Sahara desert into West Africa.
- C Christian missionaries from the Middle East.
- D barbarians migrating from North Africa.

CSV21213

32 China's influence on Medieval Japan is illustrated by Japan's development of

- A a writing system.
- B the samurai tradition.
- C *haiku* poetry.
- D a civil service exam.

CSV21797

33 Endurance, cunning, physical strength, and courage were the ideal characteristics of

- A Confucian officials.
- B Buddhist priests.
- C Japanese samurai.
- D Hindu governors.

CSD00070

34 In medieval Europe, law and order were maintained by the

- A legions.
- B merchants.
- C nobility.
- D serfs.

CSD00083

35 During medieval times, which of these groups was legally tied to the land?

- A serfs
- B knights
- C parish priests
- D minor nobility

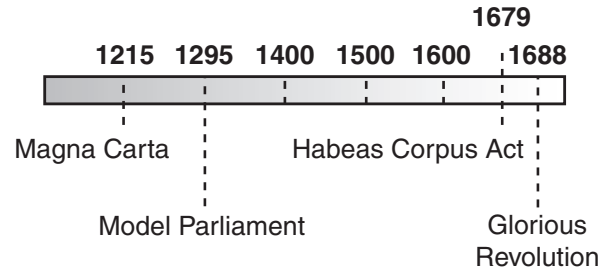
CSD00060

36 During the medieval period in Europe, the political power of the kings and great nobles was often constrained by the actions of

- A elected parliaments.
- B high Church officials.
- C the growing middle class.
- D organized groups of serfs.

CSD00007

37 Use the timeline to complete the following statement.



The timeline shows events related to the

- A conflict between the Pope and the Holy Roman Emperor.
- B Catholic Church's expansion of influence in government.
- C evolution towards constitutional government in England.
- D establishment of an absolute monarchy in France.

CSF10173

38 How did the Crusades affect the economies of Central and Western Europe?

- A Gold and silver brought back by crusaders caused monetary inflation.
- B The Crusades led to a decline in the production of crafts and food crops.
- C Cloth and spices brought back by crusaders led to greater interest in trade.
- D The Crusades limited access to luxury goods from China and India.

CSV20373

Released Test Questions

History–Social Science

- 39** Use the quotation to complete the following statement.

Your brethren who live in the East are in urgent need of your help . . . For, as most of you have heard, the Turks and the Arabs have attacked them . . . They have killed and captured many, and have destroyed the churches and devastated the Empire . . .

—Pope Urban II in 1095

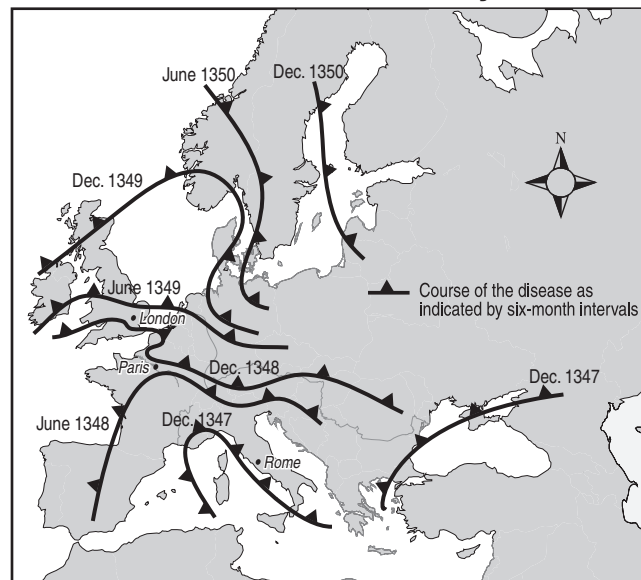
The Pope is issuing a call for

- A help in fighting Martin Luther and the Protestants.
- B Crusaders to regain the Holy Land from Muslims.
- C the Emperor to restore the glory of the Frankish Empire.
- D armies to fight against the Mongol invaders.

CSD10016

40

Europe in the Fourteenth Century



The map above illustrates the spread of what disease?

- A yellow fever
- B cholera
- C bubonic plague
- D malaria

CSV20168

- 41 Use the map to answer the following question.



Which of the areas on the map was the center of Inca civilization?

- A J
- B K
- C L
- D M

CSD00018

- 42 Which characteristic did Aztec and Incan societies share?

- A laws that made slavery illegal
- B families dominated by women
- C government by direct democracy
- D complex religious ceremonies

CSH10266

- 43

- Prepared calendar that regulated agricultural activities
- Gathered folk tales and recorded historical events
- Served as members of the ruling class

Which members of Aztec society were responsible for the tasks outlined above?

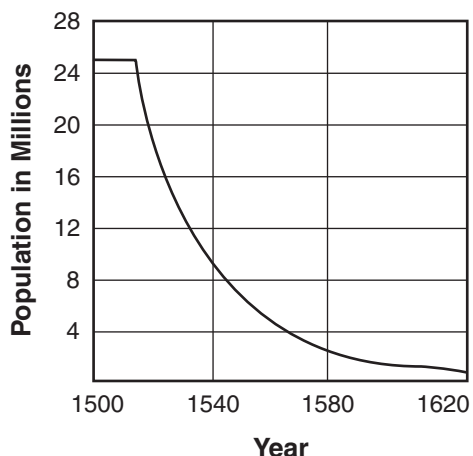
- A merchants
- B soldiers
- C farmers
- D priests

CSV23280

Released Test Questions

History–Social Science

44

Decline of Estimated Native Population of Central Mexico

What was the *main* cause of the population change shown on the chart above?

- A the migration of several culture groups to North America
- B losses due to Spanish military actions against native peoples
- C starvation resulting from declining agricultural production
- D the introduction of disease by contact with Europeans

CSV21793

45

The Maya, Aztec, and Inca civilizations each developed

- A powerful seafaring traditions.
- B monotheistic religious systems.
- C democratic governments.
- D complex architectural structures.

CSH10421

46

The stories from Marco Polo's travels encouraged Europeans to

- A journey to Asia in search of wealth.
- B abandon the feudal land system.
- C launch the Crusades against Muslims.
- D isolate themselves from foreigners.

CSF10251

47

Which of these is *not* a characteristic of Renaissance painting?

- A subject matter limited to Christian themes
- B realistic portrait painting
- C settings reflecting the world of the artists
- D paintings showing depth and perspective

CSD00017

48

- Artist, architect, mathematician
- Studied anatomy to draw more realistic human figures
- Painted a mural depicting the last meeting of Jesus and his disciples
- Painted the portrait known as "Mona Lisa"

The information in the chart above best describes which of these individuals of the Renaissance?

- A Raphael
- B Michelangelo
- C da Vinci
- D Botticelli

CSD00032

49 The poems and plays of which person are representative of the English Renaissance?

- A Johann Gutenberg
- B William Shakespeare
- C Dante Alighieri
- D Miguel de Cervantes

CSV21352

50 England became a Protestant country during the Reformation when its

- A king declared himself head of the Church of England.
- B people demanded the adoption of Lutheran beliefs.
- C priests opposed reforms implemented by the Pope.
- D armies were exposed to Calvinist beliefs while in France.

CSF10253

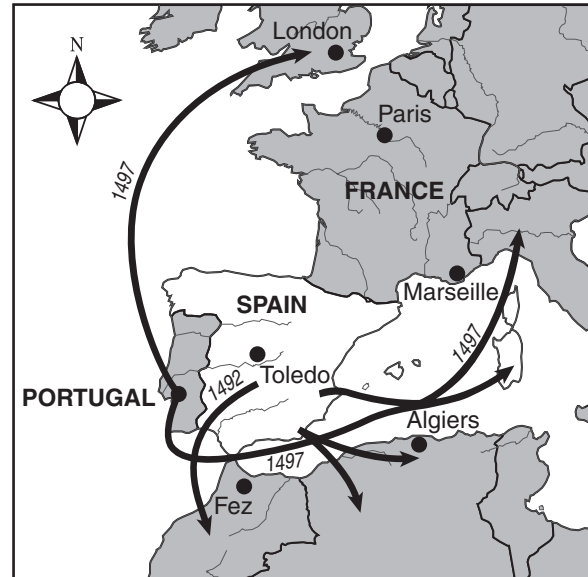
51 What was the Spanish Inquisition (1478–1834)?

- A a system designed to establish new colonies in the Americas
- B the exchange of goods between Spain and Central and South America
- C the religious court established to find and punish heretics
- D a military campaign to drive the Muslim armies out of Spain

CSV20684

52

Movement of Jews from Spain



What was the cause for the movement of the Jewish population shown above?

- A the invasion of Europe and Africa by the Moors
- B the spread of the Black Death through Europe
- C the establishment of new colonies by the Jews to the west
- D the forced removal of the Jews by church and government authorities

CSV21907

53 The findings of Galileo and Newton were significant because, from their time on, scientific thought was based upon

- A traditional ways of thinking.
- B the ideas of the classic philosophers.
- C the authority of the Church.
- D observation and experimentation.

CSD00079

Released Test Questions

History–Social Science

54 The systematic collection and articulation of natural laws, such as gravity and motion, was done by

- A Galileo.
- B Isaac Newton.
- C Kepler.
- D van Leeuwenhoek.

CSD00092

55 Which Scientific Revolution-era invention led to an increased understanding of diseases?

- A the telescope
- B the thermometer
- C the barometer
- D the microscope

CSV23082

56 What was one effect of Copernicus' theory of a sun-centered solar system?

- A It required a revision of the Christian calendar.
- B It disputed Church teachings regarding the universe.
- C It allowed sailors to predict tides more accurately.
- D It resulted in a decline in pagan religions.

CSV20391

57 The “Triangle Trade” and “Columbian Exchange” are terms used to describe the movement of goods between Western Europe, West Africa, and

- A Central Asia.
- B the Americas.
- C Australia.
- D the Middle East.

CSV22221

58 The Scientific Revolution contributed to Enlightenment thought by influencing people to

- A believe in the power of human reason.
- B reject belief in the organized church.
- C study the ideas of past civilizations.
- D oppose individuality in favor of social order.

CSV20987

59

Ideas of John Locke

- Rulers receive the right to govern from the people.
- Unjust rulers can be forced from power.

Based on the quotation above, which form of government would John Locke *most* oppose?

- A republic
- B dictatorship
- C representative democracy
- D constitutional monarchy

CSV22710

60

- natural rights
- separation of powers
- political equity

The teachings of Enlightenment thinking listed above provided the basis for the

- A establishment of democratic government.
- B teaching of the Protestant Reformation.
- C calling of the crusades.
- D development of feudalism.

CSV20980

61

What were both the Magna Carta and the English Bill of Rights designed to do?

- A limit the power of the monarch
- B provide for religious freedom
- C accept the theory of divine right
- D give commoners the right to vote

CSH10419

62

The Great Awakening of the mid-1700s affected the British colonies by

- A decreasing the power and prestige of radical religious figures.
- B encouraging greater religious enthusiasm and political independence.
- C encouraging strict obedience and respect for governmental authorities.
- D discouraging individual free will in spiritual and political matters.

CSH00548

63

One goal of the Declaration of Independence was to

- A establish a new monarchy for the independent states.
- B convince the British Parliament to prevent the start of war.
- C explain why the colonists felt the need to be free from British rule.
- D outline an economic system to raise money for the revolution.

CSV21498

64

In designing the legislative branch, the writers of the Constitution mainly based their ideas on the

- A French Estates General.
- B Congress of Vienna.
- C Council of Trent.
- D English Parliament.

CSH10139

65

The Mayflower Compact (1620) was significant in the political development of the American colonies because it introduced the principle of

- A self-government.
- B separation of powers.
- C freedom of expression.
- D federalism.

CSV21594

Released Test Questions

History–Social Science

- 66** Use the excerpt to answer the following question.

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

—Tenth Amendment to the U.S. Constitution

The Tenth Amendment was added to the Constitution to resolve which of the following topics of debate surrounding the development of the Constitution?

- A division of powers among branches of government
- B the annexation of new lands into the country
- C balance between national and state government power
- D the representation of states in the legislative houses

CSF10118

- 67** Which of these Founders favored a strong national government and a loose interpretation of the United States Constitution?

- A George Mason
- B Patrick Henry
- C Roger Williams
- D Alexander Hamilton

CSH00137

- 68** Which of these parts of the United States Constitution contains fundamental liberties of American citizens?

- A Preamble
- B Article I, Section 8 — Enumerated Powers
- C Article III — Judicial Branch
- D Amendments 1–10 — Bill of Rights

CSH00099

- 69** Which of these is a constitutional “check” that the executive has to “balance” the power of the legislature in the United States government?

- A dismiss Congress when it acts illegally
- B veto acts passed by Congress
- C overturn decisions made by courts
- D appoint representatives and senators

CSH00041

- 70** Which of these groups most likely supported the political ideas and policies of Alexander Hamilton?

- A small farmers
- B tobacco planters
- C business owners
- D frontier settlers

CSH00033

71 Thomas Jefferson and his followers opposed Alexander Hamilton's tariff policy in part because they believed that high tariffs would cause problems for

- A rich bankers.
- B small farmers.
- C big city merchants.
- D owners of small factories.

CSH00114

72 Shays' Rebellion of 1786 resulted in increased support for

- A creating a U.S. Bill of Rights.
- B revising the Articles of Confederation.
- C writing the Declaration of Independence.
- D approving the Missouri Compromise.

CSV22037

73 Which of the following acquisitions secured control of North America's longest river, added substantially to the Native American, Spanish, and French populations of the country, and essentially doubled the size of the United States?

- A purchase of Alaska
- B Gadsden Purchase
- C Louisiana Purchase
- D purchase of Florida

CSH10019

74

Louisiana Purchase



Which president was responsible for the territorial acquisition indicated by the darker shaded area on the map above?

- A George Washington
- B John Adams
- C Thomas Jefferson
- D James Madison

CSV22774

75 In his Farewell Address, George Washington urged the American people to

- A limit a president to two terms in office.
- B value and maintain a sense of national unity.
- C create a defensive alliance with European countries.
- D establish more effective political parties.

CSH10264

Released Test Questions

History–Social Science

76



What is one reason for the dramatic decreases in exports in 1807 and from 1810 to 1812?

- A a decline in industrial output
- B competition from French merchants
- C military and economic conflicts with Great Britain
- D an increase in production and transportation costs

CSF10300

77

Conflict with Mexico became highly likely following the granting of statehood to

- A Texas.
- B Missouri.
- C Arizona.
- D Louisiana.

CSH00063

78

What was the purpose of the Monroe Doctrine (1823)?

- A to open Canada to American settlers
- B to prevent European expansion in the Americas
- C to acquire Florida for the United States
- D to end the United States' alliance with Great Britain

CSV22775

79

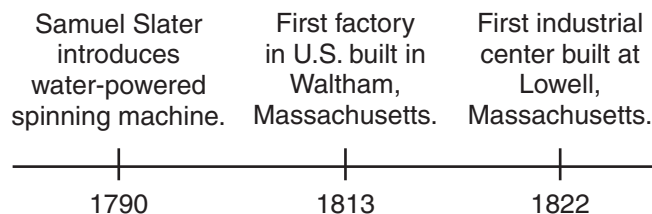
Which statement *best* describes the location of factories in New England during the early 1800s?

- A They needed to be close to coal deposits.
- B They were located next to rivers.
- C They were located in isolated areas.
- D They needed to be close to railroads.

CSV20338

80

**Timeline of
Technological Development
in the 1800s**



The timeline above represents development in the production of

- A oil.
- B glassware.
- C steel.
- D textiles.

CSV22944

81 During the 1800s, the movement of large numbers of immigrants from many different countries into large American cities resulted in the rapid growth of

- A effective public health programs.
- B ethnic neighborhoods.
- C public parks and recreation areas.
- D plentiful and affordable public housing.

CSH00067

82 What agricultural invention, designed to increase production, had the effect of increasing the number of slaves needed for labor in the Deep South?

- A the wheat reaper
- B the cotton gin
- C the steel plow
- D the rice mill

CSH10143

83 The growing importance of cotton to the South created an economy and a society dominated by

- A managers and professional people.
- B small independent farmers.
- C large landowners.
- D industrial leaders.

CSH00031

84 The slave-based agricultural system in the South encouraged the development of

- A economic self-reliance.
- B a rigid social class system.
- C an urban middle class.
- D small independent businesses.

CSH10211

85 Prior to the Civil War, which group had the *most* political power in the South?

- A plantation owners
- B cattle ranchers
- C urban merchants
- D religious officials

CSV22059

86

Go west, young man, and grow up with the country.

—Horace Greeley
Hints Toward Reform

Greeley's quotation is associated with which of these?

- A Farmers Alliance
- B Populist Party
- C Manifest Destiny
- D Temperance movement

CSH00075

87 By the mid-1800s, California was being settled *mostly* by people in search of

- A jobs in industrial cities.
- B wealth from the discovery of gold.
- C animal pelts for the fur trade.
- D trade with American Indians.

CSH00542

Released Test Questions

History–Social Science

88

Texas has been absorbed into the Union in the inevitable fulfillment of the general law which is rolling our population westward.

—Democratic Review, 1845

The quotation above describes the nineteenth-century American belief in

- A the Social Contract.
- B Manifest Destiny.
- C isolationism.
- D the Monroe Doctrine.

CSH00552

89

The Indian Removal Act (1830) relocated thousands of Cherokees from Georgia to Indian Territory for the purpose of

- A making the land available for white miners and farmers.
- B allowing the Cherokee their freedom from U.S. control.
- C obeying the Supreme Court's order to move the Cherokee.
- D creating a wilderness area for use by white fur trappers.

CSH10014

90

While the American colonies were fighting a revolution against England and forming a new nation, New Spain was establishing new settlements in California using what type of system?

- A plantation
- B factory
- C mission
- D capitalist

CSH10017

91

Who was the *most* important leader of the Underground Railroad?

- A Harriet Tubman
- B William Lloyd Garrison
- C Phillis Wheatley
- D Sarah Grimké

CSH00146

92

The main goal of abolitionists like William Lloyd Garrison was to

- A allow all women the right to vote.
- B establish tax-supported schools.
- C stop individuals from drinking alcoholic beverages.
- D end slavery immediately.

CSH00086

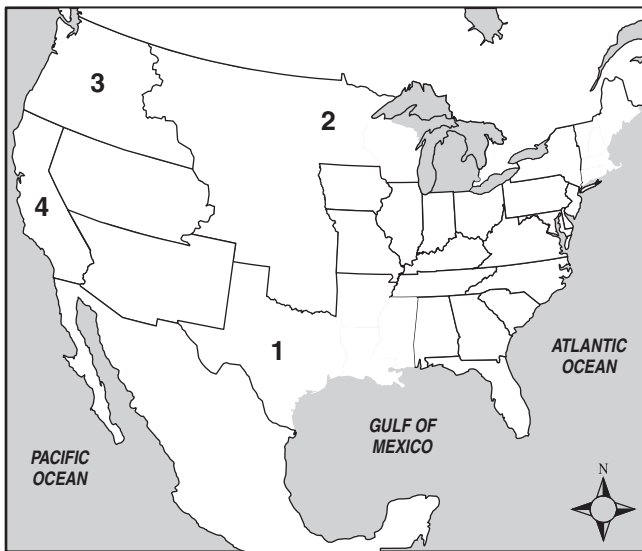
93 After the American Revolution, most Northern state constitutions called for

- A universal suffrage for citizens.
- B the gradual elimination of slavery.
- C the adoption of a state religion.
- D abolition of state property taxes.

CSV21507

94

United States in 1850



Which area on the map above was admitted as a state as a result of the Compromise of 1850?

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

CSV22836

95 What led the newspapers to speak of “Bleeding Kansas” in 1856?

- A fighting between pro-slavery and anti-slavery forces
- B attacks on job-seeking Irish immigrants
- C conflict between cattle ranchers and farmers
- D reaction to the U.S. Supreme Court ruling against Dred Scott

CSH00557

96 States’ rights played a major role in all of the following *except* the

- A Kentucky and Virginia Resolves.
- B Missouri Compromise.
- C Nullification Crisis.
- D Monroe Doctrine.

CSH10338

97 Abraham Lincoln’s Gettysburg Address is similar to the Declaration of Independence in that both documents

- A include descriptions of laws which should be passed.
- B emphasize the need for effective government.
- C support the ideals of self-government and human rights.
- D justify the need for economic change.

CSH00140

98 What was the first major goal of President Abraham Lincoln’s administration?

- A to destroy the institution of slavery
- B to maintain the unity of the country
- C to expand the power of state governments
- D to industrialize the economy

CSH10225

Released Test Questions

History–Social Science

- 99** Use the excerpt to complete the following statement.

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and orphan, to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations.

This ending to Lincoln's Second Inaugural Speech indicates that his vision for the future after the Civil War was for

- A peacemaking and rebuilding the Union.
- B resolving differences through armed action.
- C providing pensions to Confederate veterans.
- D punishing the South for its actions during the war.

CSH10021

- 100** What is one reason that the Union strategy for defeating the South included a naval blockade of Southern ports?

- A to cut the South off from its supply lines in the countries of Latin America
- B to stop Southern attempts to establish slave plantations in Cuba and Mexico
- C to prevent Southern efforts to sell cotton in Europe in exchange for war supplies
- D to deprive the South of fishing and whaling as a primary source of food

CSF10245

- 101** One goal of post–Civil War Congressional Reconstruction was to

- A repay Confederate war debts.
- B ensure civil rights for former slaves.
- C preserve the plantation system.
- D rebuild the Southern naval system.

CSF10159

- 102** During Reconstruction, the Freedmen's Bureau

- A relocated many former slaves to the North.
- B created a system for tenant farming.
- C gave forty acres and a mule to former slaves.
- D established schools for former slaves.

CSF10161

- 103** One of the functions of the Freedmen's Bureau was to

- A discourage segregation in the South.
- B relocate former slaves to urban areas.
- C provide assistance to former slaves.
- D reward veterans with land and money.

CSV20800

- 104** The 13th, 14th, and 15th Amendments to the Constitution of the United States were intended to solve problems relating to

- A government organization.
- B civil rights.
- C checks and balances.
- D rapid economic change.

CSH00112

105

Attention Workingmen!

MASS-MEETING

TO-NIGHT, at 7:30 o'clock,

— AT THE —
HAYMARKET, Randolph St. Bet Desplaines and Halsted.

Good Speakers will be present to denounce the latest atrocious act of the police shooting of our fellow workmen yesterday afternoon.

Workingmen Arm Yourselves and Appear in Full Force!

THE EXECUTIVE COMMITTEE

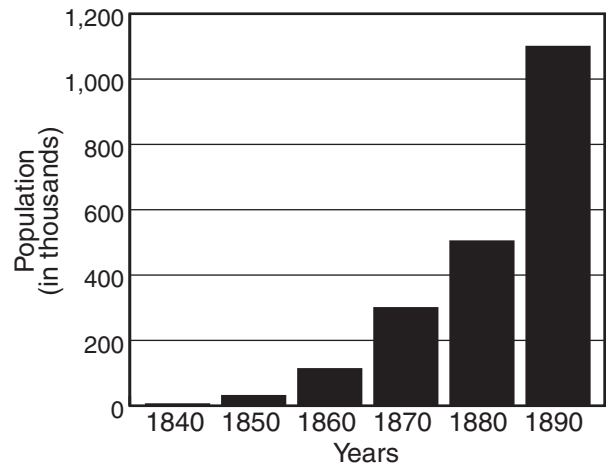
The above poster suggests that 19th-century industrialization was often accompanied by

- A labor strife.
- B farm protests.
- C technological progress.
- D political stability.

CSH00004

106

Chicago Population



Which of these is the *best* explanation for the trend shown in the bar graph above?

- A availability of industrial jobs in Chicago
- B Chicago's location on an important river
- C Chicago's nearness to the gold fields
- D lack of regulation in the banks of Chicago

CSH00109

Released Test Questions

History–Social Science

107 What did the American Federation of Labor try to achieve in the late 1800s?

- A control of decision making in the market
- B higher wages and better working conditions
- C employee ownership of factories and mines
- D elimination of racial discrimination in the workplace

CSV20858

108 A large percentage of the immigrants who came to the United States during the late 19th and early 20th centuries settled in large cities because

- A most of them had lived in cities in their homelands.
- B there were fewer and fewer farms in the United States.
- C the growing industries were usually located in cities.
- D the government encouraged immigrants to settle in big cities.

CSH00130

109 Which of these groups *most* favored immigration to the United States between 1880 and 1910?

- A unskilled workers
- B rural farmers
- C urban nativists
- D factory owners

CSH10181

Question Number	Correct Answer	Standard	Skills	Year of Release
1	D	WH6.1.3		2005
2	A	WH6.1.3	HI 2	2006
3	A	WH6.2.4		2005
4	D	WH6.2.5		2003
5	B	WH6.2.5	HR 2	2003
6	A	WH6.2.9		2006
7	B	6WH6.3.2	HI 3	2007
8	C	WH6.3.3		2006
9	A	6WH6.3.5		2008
10	A	WH6.4.1	HI 1	2004
11	C	6WH6.4.3		2007
12	B	WH6.4.4		2003
13	C	WH6.4.4	HI 3	2004
14	B	6WH6.4.4		2007
15	A	6WH6.4.6		2008
16	D	WH6.4.7	HI 2	2006
17	C	WH6.5.1	CS 3	2004
18	D	6WH6.5.4		2008
19	C	6WH6.6.3		2008
20	B	WH6.6.4		2005
21	A	WH6.6.5		2006
22	C	6WH6.7.4		2008
23	B	WH6.7.8		2005
24	A	WH7.1.2		2004
25	C	WH7.2.4	CS 3	2006
26	A	7WH7.2.5		2007
27	B	WH7.3.4		2004
28	A	WH7.3.5	HI 2	2003
29	D	7WH7.3.6	HR 4	2008
30	C	WH7.4.2		2005
31	B	WH7.4.3	HI 2	2006
32	A	7WH7.5.1		2008
33	C	WH7.5.3		2006
34	C	WH7.6.3		2003
35	A	WH7.6.3		2003

Released Test Questions

History–Social Science

8

Question Number	Correct Answer	Standard	Skills	Year of Release
36	<i>B</i>	WH7.6.4	HI 1	2003
37	<i>C</i>	WH.7.6.5		2005
38	<i>C</i>	WH7.6.6		2004
39	<i>B</i>	7WH7.6.6	HR 4	2008
40	<i>C</i>	7WH7.6.7		2007
41	<i>D</i>	WH7.7.1	CS 3	2003
42	<i>D</i>	7WH7.7.2		2007
43	<i>D</i>	7WH7.7.2		2008
44	<i>D</i>	WH7.7.3		2005
45	<i>D</i>	WH7.7.4		2004
46	<i>A</i>	WH7.8.3		2006
47	<i>A</i>	WH7.8.5		2003
48	<i>C</i>	WH7.8.5		2004
49	<i>B</i>	WH7.8.5		2006
50	<i>A</i>	WH7.9.4		2006
51	<i>C</i>	WH7.9.7		2004
52	<i>D</i>	7WH7.9.7	CS 3	2008
53	<i>D</i>	WH7.10.2	CS 2	2003
54	<i>B</i>	WH7.10.2		2005
55	<i>D</i>	7WH7.10.2		2008
56	<i>B</i>	7WH7.10.2		2008
57	<i>B</i>	WH7.11.2		2006
58	<i>A</i>	7WH7.11.4	HI 3	2007
59	<i>B</i>	WH7.11.5	HR 4	2006
60	<i>A</i>	7WH7.11.5		2007
61	<i>A</i>	WH7.11.6		2004
62	<i>B</i>	US8.1.1	HI 2	2003
63	<i>C</i>	US8.1.2		2006
64	<i>D</i>	US8.1.4		2005
65	<i>A</i>	8USH8.2.1	HI 3	2007
66	<i>C</i>	US8.2.3		2005
67	<i>D</i>	US8.2.4		2004
68	<i>D</i>	US8.2.6		2003
69	<i>B</i>	8USH8.2.7		2008
70	<i>C</i>	US8.3.4		2005

Question Number	Correct Answer	Standard	Skills	Year of Release
71	<i>B</i>	8USH8.3.4	CS 1	2007
72	<i>B</i>	8USH8.3.5		2007
73	<i>C</i>	US8.4.1		2006
74	<i>C</i>	8USH8.4.1		2008
75	<i>B</i>	US8.4.2		2004
76	<i>C</i>	8USH8.5.1	HI 2	2008
77	<i>A</i>	US8.5.2	CS 1	2003
78	<i>B</i>	US8.5.2		2006
79	<i>B</i>	US8.6.1		2006
80	<i>D</i>	8USH8.6.1	CS 2	2008
81	<i>B</i>	US8.6.3		2005
82	<i>B</i>	US8.7.1	HI 2	2004
83	<i>C</i>	8USH8.7.1	HI 3	2007
84	<i>B</i>	US8.7.2		2005
85	<i>A</i>	US8.7.3		2006
86	<i>C</i>	US8.8.2		2003
87	<i>B</i>	US8.8.2	HI 1	2003
88	<i>B</i>	US8.8.2	HR 4	2004
89	<i>A</i>	US8.8.2		2005
90	<i>C</i>	US8.8.5		2005
91	<i>A</i>	US8.9.1		2003
92	<i>D</i>	US8.9.1		2005
93	<i>B</i>	8USH8.9.2		2008
94	<i>D</i>	US8.9.4	CS 3	2004
95	<i>A</i>	US8.9.5		2004
96	<i>D</i>	US8.9.5		2004
97	<i>C</i>	US8.10.4		2003
98	<i>B</i>	US8.10.4		2006
99	<i>A</i>	8USH8.10.4		2007
100	<i>C</i>	US8.10.6		2005
101	<i>B</i>	US8.11.1		2004
102	<i>D</i>	US8.11.3		2004
103	<i>C</i>	8USH8.11.3		2007
104	<i>B</i>	US8.11.5		2005
105	<i>A</i>	US8.12.5	HI 1	2003

Released Test Questions

History–Social Science

8

Question Number	Correct Answer	Standard	Skills	Year of Release
106	<i>A</i>	8USH8.12.5		2007
107	<i>B</i>	8USH8.12.6		2008
108	<i>C</i>	US8.12.7	HI 1	2003
109	<i>D</i>	8USH8.12.7		2008