

THE UNIVERSITY OF THE STATE OF NEW YORK

# GRADE 8

## INTERMEDIATE-LEVEL SOCIAL STUDIES TEST

### BOOKLET 1

MULTIPLE-CHOICE AND CONSTRUCTED-RESPONSE QUESTIONS

JUNE 2, 2009

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

Print your name and the name of your school on the lines above.

The test has three parts. Today you will take Parts I and II of the test.

**Part I** contains 45 multiple-choice questions. Record your answers to these questions on the separate answer sheet. Use only a No. 2 pencil on your answer sheet.

**Part II** consists of several short-answer questions. Write your answers to Part II in this test booklet.

You will have  $1\frac{1}{2}$  hours to answer **all** the questions in Booklet 1.

**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**



## Part I

### DIRECTIONS

There are 45 questions on Part I of the test. Each question is followed by four choices, numbered 1–4. Read each question carefully. Decide which word or expression, of those given, best completes the statement or answers the question. On the separate answer sheet, mark your answer in the row of circles for each question by filling in the circle that has the same number as the answer you have chosen. Use a pencil to mark the answer sheet.

Read the sample question below.

#### Sample Question

Which city is the capital of the United States?

- (1) Boston
- (2) Washington, D.C.
- (3) New York City
- (4) Philadelphia

The correct answer is **Washington, D.C.**, which is choice number **2**. On your answer sheet, look at the box showing the row of answer circles for the sample question. Since choice number **2** is the correct answer for the sample question, the circle with the number **2** has been filled in.

Answer all of the questions in Part I in the same way. Fill in only one circle for each question. Be sure to erase completely any answer you want to change. You may not know the answers to some of the questions, but do the best you can on each one.

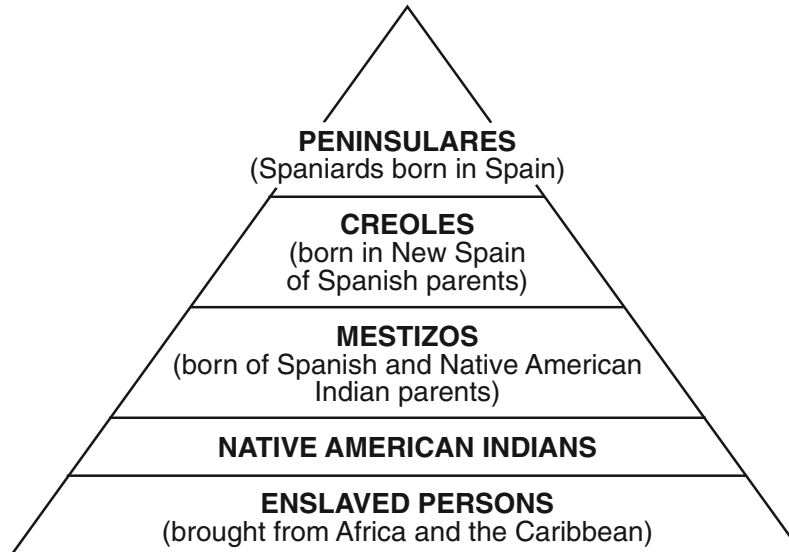
When you have finished Part I, go right on to Part II.

## Part I

Answer all questions in this part.

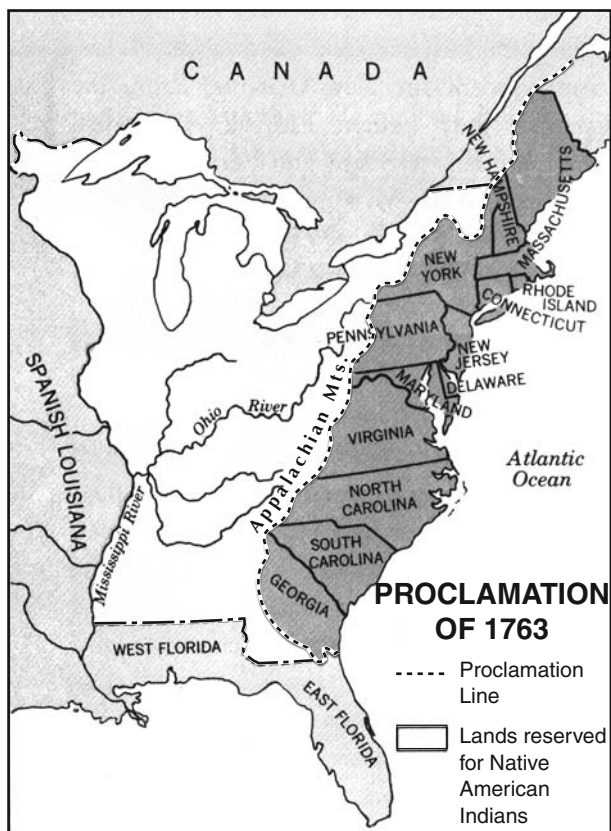
Base your answer to question 1 on the chart below and on your knowledge of social studies.

**The Five Classes of People in New Spain**



- 1 The development of these five social classes in New Spain was a result of
- (1) colonization
  - (2) industrialization
  - (3) isolationism
  - (4) patriotism
- 
- 2 Many anthropologists believe that people from Asia crossed a land bridge to North America to
- (1) escape religious persecution
  - (2) hunt migrating animals
  - (3) capture native peoples of this region
  - (4) search for gold and other riches
- 3 Which situation provides the best evidence that the Iroquois (Haudenosaunee) adapted to their physical environment?
- (1) living in longhouses made of wood and bark
  - (2) speaking a language different from that of their neighbors
  - (3) developing an alliance with the Algonquins
  - (4) including women in the governing process
- 4 The buffalo was the primary source of food, shelter, clothing, and tools for Native American Indians of the
- (1) Southeast
  - (2) Pacific Coast
  - (3) Eastern woodlands
  - (4) Great Plains
- 5 Which development led to the other three?
- (1) New diseases are introduced.
  - (2) The African slave trade is expanded.
  - (3) Europeans explore the Americas.
  - (4) Native American Indians lose their lands.
- 6 In the thirteen British colonies, voting rights were limited to
- (1) colonists born in America
  - (2) men who owned property
  - (3) women who could read and write
  - (4) people who had come from England

Base your answer to question 7 on the map below and on your knowledge of social studies.



Source: Harold H. Eibling, et al., *Foundations of Freedom: United States History to 1877*, Laidlaw Brothers (adapted)

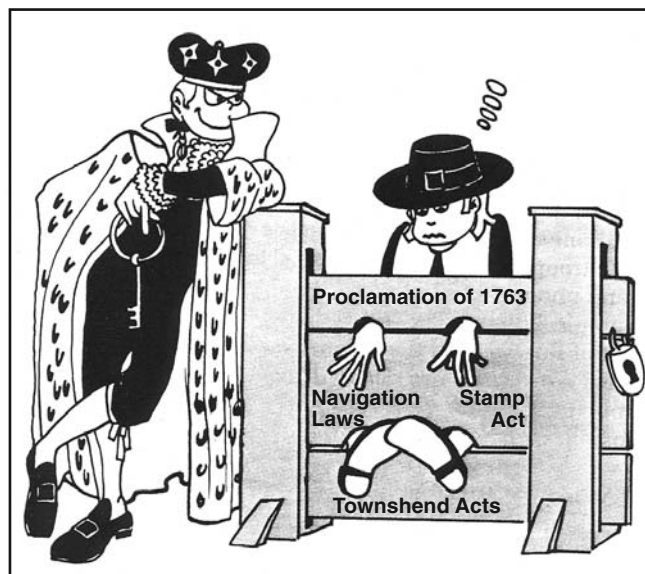
7 The British government established the Proclamation Line of 1763 mainly to

- (1) avoid conflicts with Native American Indians
- (2) promote the fur trade
- (3) expand the thirteen colonies
- (4) provide access to the Mississippi River

8 Which statement about Valley Forge in the winter of 1777–1778 is most accurate?

- (1) Conditions at Valley Forge ended hopes for American independence.
- (2) Loyalists were discouraged by reports from Valley Forge.
- (3) Valley Forge was the scene of much hardship for General Washington’s troops.
- (4) The battle at Valley Forge was the turning point of the Revolutionary War.

Base your answer to question 9 on the illustration below and on your knowledge of social studies.



Source: *The New Exploring American History*, Globe (adapted)

9 What is the main idea of this illustration?

- (1) The colonists were restricted by the laws passed by the British government.
- (2) The King of England wanted the colonists to have a greater voice in government.
- (3) King George III put many American colonists in stocks.
- (4) Repeal of unpopular laws was the only way out of the stocks.

10 The British system of mercantilism was designed to

- (1) close Boston Harbor to trade
- (2) encourage trade outside the British Empire
- (3) favor the economic interests of Great Britain
- (4) prevent local elections in the thirteen colonies

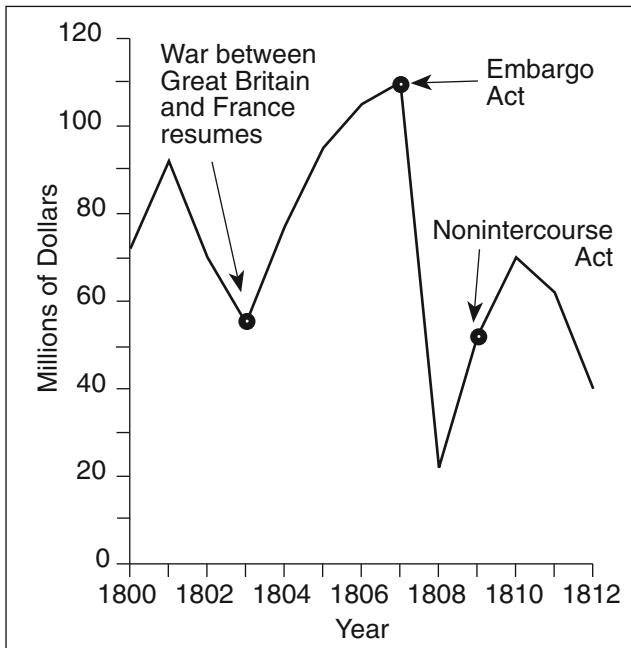
11 At the Constitutional Convention (1787), the Great Compromise resolved the issue of congressional representation by

- (1) limiting the terms of elected lawmakers
- (2) providing for direct election of senators
- (3) creating a two-house legislature
- (4) including the electoral college

- 12 The first ten amendments were added to the Constitution to
- (1) remove portions of the original Constitution
  - (2) protect individual freedoms from governmental power
  - (3) make changes in the election process
  - (4) increase the power of the legislative branch

Base your answer to question 13 on the graph below and on your knowledge of social studies.

**United States Exports  
1800 – 1812**



Source: *Historical Statistics of the United States* (adapted)

- 13 Which statement is most clearly supported by information in the graph?
- (1) The United States government encouraged trade between nations at war.
  - (2) Events in Europe had an impact on American trade.
  - (3) The Embargo Act immediately increased trade with Europe.
  - (4) France and Great Britain seized American ships for their cargoes.

- 14 In 1825, New York City was connected to the Great Lakes by the opening of the
- (1) Erie Canal
  - (2) Champlain Canal
  - (3) National Road
  - (4) New York Central Railroad

- 15 During the 1840s, Americans used the idea of Manifest Destiny to justify the
- (1) expansion of women’s rights
  - (2) acquiring of new territories
  - (3) beginning of free public education
  - (4) repeal of the Missouri Compromise

Base your answer to question 16 on the newspaper advertisement below and on your knowledge of social studies.

***\$150 Reward [for a Runaway Slave]***  
 . . . I will give **\$50** reward if taken in Louisville; **100** dollars if taken one hundred miles from Louisville in this State, and **150** dollars if taken out of this State, and delivered to me, or secured in any jail so that I can get him again.  
 William Burke,  
 Bardstown, Ky.  
 September 3d, 1838

Source: Library of Congress

- 16 Which conclusion can be drawn from this newspaper advertisement?
- (1) The Underground Railroad was a failure.
  - (2) Slave owners believed that their slaves were property.
  - (3) Many enslaved persons became wealthy in the North.
  - (4) If slaves reached the North, rewards would not be paid.

17 Which heading best completes the partial outline below?

I. \_\_\_\_\_

- A. *Uncle Tom's Cabin* published
- B. Congress passes Kansas-Nebraska Act
- C. John Brown leads attack at Harpers Ferry

- (1) Impacts of Industrialization
- (2) Closing the Frontier
- (3) Political Leadership
- (4) Events Leading to the Civil War

18 Which document is considered a primary source from the Civil War?

- (1) a biography of the life of a war general
- (2) a letter from the wife of a soldier during the war
- (3) an encyclopedia article about women in the war
- (4) a documentary on medical treatments used during the war

19 The 13th, 14th, and 15th amendments were added to the Constitution during the Reconstruction period to

- (1) bring an end to the Civil War
- (2) limit the powers of the president
- (3) improve the operation of the electoral college
- (4) grant legal rights to African Americans

20 One advantage that corporations of the late 1800s had over individually-owned businesses is that corporations

- (1) needed fewer employees
- (2) hired only skilled workers
- (3) received the support of labor unions
- (4) had stockholders who invested money

21 Antitrust laws such as the Sherman Antitrust Act were passed by Congress in an effort to

- (1) regulate the power of big business
- (2) limit low-priced imported goods
- (3) encourage more immigration
- (4) provide safer consumer products

Base your answers to questions 22 and 23 on the poem below and on your knowledge of social studies.

... "Keep ancient lands, your storied pomp!" cries she  
With silent lips. "Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost [tossed] to me,  
I lift my lamp beside the golden door!"

— Emma Lazarus, "The New Colossus"

22 In this poem, the phrase "homeless, tempest-tost" refers to

- (1) soldiers
- (2) immigrants
- (3) survivors of a shipwreck
- (4) unemployed workers

23 This poem is found on which national landmark?

- (1) Plymouth Rock
- (2) Lincoln Memorial
- (3) Statue of Liberty
- (4) Independence Hall

24 *Mass production* is a term that can best be defined as the

- (1) number of hours employees are required to work
- (2) manufacture of large quantities of a product quickly and cheaply
- (3) profit made by a large business or corporation
- (4) formation of a business monopoly

25 The 1906 publication of Upton Sinclair's book *The Jungle* helped to expose the

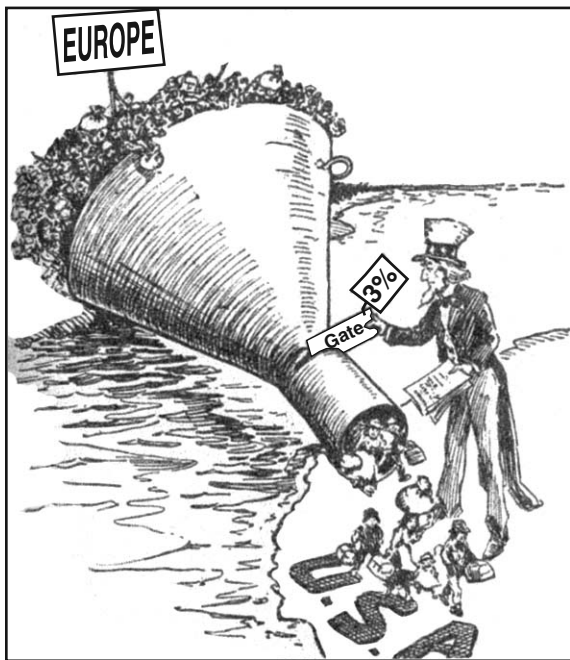
- (1) unfair treatment of women
- (2) cruelty of modern warfare
- (3) unsafe living conditions in tenements
- (4) unsanitary conditions in the meatpacking industry

26 Which set of events related to World War I is in the correct chronological order?

- (1) *Lusitania* sunk → World War I begins → United States declares war on Germany → Archduke of Austria-Hungary assassinated
- (2) Archduke of Austria-Hungary assassinated → World War I begins → *Lusitania* sunk → United States declares war on Germany
- (3) Archduke of Austria-Hungary assassinated → United States declares war on Germany → *Lusitania* sunk → World War I begins
- (4) United States declares war on Germany → Archduke of Austria-Hungary assassinated → World War I begins → *Lusitania* sunk

Base your answer to question 27 on the cartoon below and on your knowledge of social studies.

**The Only Way to Handle It**



Source: Milton Halladay, *Providence Journal* (adapted)

27 This cartoon from the 1920s shows the United States government's attempt to deal with

- (1) foreign trade
- (2) transportation gridlocks
- (3) immigration
- (4) migrant workers

28 In the early 1930s, many communities of homeless Americans were referred to as “Hoovervilles” because President Herbert Hoover

- (1) grew up in a poverty-stricken area
- (2) guaranteed jobs to the unemployed
- (3) provided food and clothing for the poor
- (4) opposed direct federal aid for the unemployed

29 During the Great Depression, one main objective of President Franklin D. Roosevelt's fireside chats was to

- (1) reassure people about the future of the economy
- (2) convince listeners to buy war bonds
- (3) encourage bankers to donate their money
- (4) help farmers pay their loans

30 Which event brought the United States into World War II?

- (1) election of Hitler as Chancellor of Germany
- (2) invasion of Poland by Germany
- (3) attack on Pearl Harbor by Japan
- (4) conquest of Ethiopia by Italy

**GO ON TO THE NEXT PAGE →**



Base your answers to questions 31 and 32 on the table below and on your knowledge of social studies.

<b>United States Involvement in World War I and World War II</b>		
<b>Categories</b>	<b>World War I</b>	<b>World War II</b>
Size of armed forces	4,743,826	16,353,659
Average length of service	12 months	33 months
Percent who served overseas	53%	73%
Average length of overseas service	5.5 months	16.2 months
Total casualties	320,710	1,078,162

Source: *One Flag, One Land*, Silver, Burdette & Ginn

31 Which category gives information on the number of soldiers who died or were injured during the wars?

- (1) Total casualties
- (2) Size of armed forces
- (3) Average length of overseas service
- (4) Percent who served overseas

32 Which statement is most clearly supported by the information in the chart?

- (1) Involvement of the United States in World War I lasted about three years.
- (2) The United States was better prepared to fight in World War I.
- (3) The United States joined World War II at the start of the war.
- (4) World War II had a greater impact on the United States than did World War I.

33 Which event of World War II is referred to as the Holocaust?

- (1) invasion of Normandy
- (2) Bataan Death March
- (3) dropping of the atomic bomb on Hiroshima
- (4) mass killing of European Jews, gypsies, and other minorities

34 Since 1960, a major goal of the Native American Indian rights movement has been to

- (1) secure return of, or just compensation for, lands taken from them by the government
- (2) end the practice of segregation of Native American Indians in public places
- (3) gain United States citizenship and representation in Congress
- (4) relocate most Native American Indians to urban areas in the Midwest

35 Which method did Martin Luther King Jr. use to try to end racial segregation?

- (1) violent civil unrest
- (2) government-funded protest
- (3) national revolution
- (4) civil disobedience

36 The Watergate scandal led to President Richard Nixon's resignation because he had

- (1) knowingly approved illegal acts
- (2) seriously weakened the nation's military strength
- (3) favored improving relations with Communist China
- (4) caused the oil crisis of 1973–1974

- 37 In the early 1990s, the Cold War came to an end primarily as a result of the
- (1) creation of the European Union (EU)
  - (2) signing of the Strategic Arms Limitation Treaty (SALT)
  - (3) United States victory in the Persian Gulf War
  - (4) breakup of the Soviet Union

Base your answers to questions 38 and 39 on the passage below and on your knowledge of social studies.

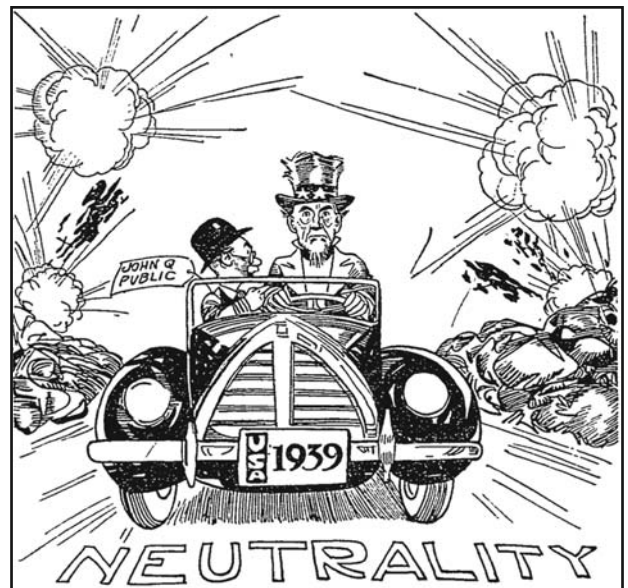
“. . . The removal of Cherokee Indians from their life long homes in the year of 1838 found me a young man in the prime of life and a Private soldier in the American Army. Being acquainted with many of the Indians and able to fluently speak their language, I was sent as interpreter into the Smoky Mountain Country in May, 1838, and witnessed the execution of the most brutal order in the History of American Warfare. I saw the helpless Cherokees arrested and dragged from their homes, and driven at the bayonet point into the stockades. And in the chill of a drizzling rain on an October morning I saw them loaded like cattle or sheep into six hundred and forty-five wagons and started toward the west. . . .”

— Private John G. Burnett, Captain Abraham McClellan's Company, 2nd Regiment, 2nd Brigade, Mounted Infantry, 1838–1839

- 38 The circumstances described in this passage were most directly related to
- (1) experiences during the Middle Passage
  - (2) conditions on the Trail of Tears
  - (3) the results of the Fugitive Slave Law
  - (4) the basis for reforming the spoils system
- 39 Which president began the program being described in this passage?
- (1) George Washington
  - (2) John Adams
  - (3) Andrew Jackson
  - (4) Abraham Lincoln

- 40 One way in which the Atlantic slave trade in the 1600s and 1700s, Irish immigration in the 1800s, and Asian and Latin American immigration in the late 1900s are similar is that each contributed to the
- (1) colonization of British North America
  - (2) growth of the plantation system in the South
  - (3) cultural diversity of the United States
  - (4) decline of imperialism

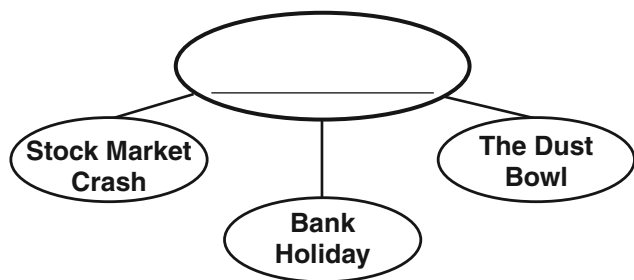
Base your answer to question 41 on the cartoon below and on your knowledge of social studies.



Source: Burt Thomas, *Detroit News*, reprinted in *New York Times*, September 10, 1939 (adapted)

- 41 This cartoon illustrates the attitude of the American public in response to the
- (1) beginning of World War II
  - (2) repeal of Prohibition
  - (3) creation of the League of Nations
  - (4) effects of the Great Depression

Base your answer to question 42 on the graphic organizer below and on your knowledge of social studies.



42 What is an appropriate title for this graphic organizer?

- (1) Reforms Related to the Progressive Era
- (2) Events Associated with the Great Depression
- (3) Programs Proposed by the Square Deal
- (4) Economic Problems Occurring After World War II

Base your answer to question 43 on the cartoon below and on your knowledge of social studies.



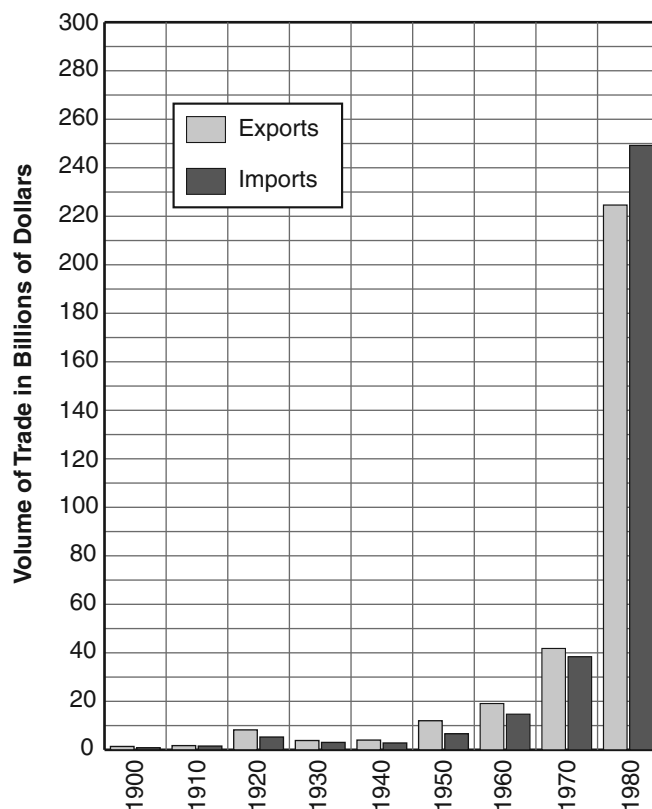
Source: Clifford Berryman, May 18, 1948, National Archives (adapted)

43 Which principle is represented by the fence in the cartoon?

- (1) judicial review
- (2) local control
- (3) federal supremacy
- (4) separation of powers

Base your answers to questions 44 and 45 on the graph below and on your knowledge of social studies.

**Foreign Trade, 1900–1980**



Source: *Statistical Abstract of the United States and Historical Statistics of the United States*

44 According to the graph, in which year did the United States record an unfavorable balance of trade (trade deficit)?

- (1) 1920
- (2) 1940
- (3) 1960
- (4) 1980

45 Which generalization is true for most of the years shown on the graph?

- (1) Imports generally exceeded exports.
- (2) Tariffs had little effect on international trade.
- (3) Both exports and imports tended to increase over time.
- (4) Domestic economic conditions had little impact on foreign trade.

**FOR TEACHER USE ONLY**

Part I Score \_\_\_\_\_

## Part II

*Directions:* Write your answers to the questions that follow in the spaces provided in this test booklet.

Base your answers to questions 1 through 3 on the passages below and on your knowledge of social studies.

### **The Declaration of Independence (1776)**

. . . We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.—That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed,—That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, . . .

### **The Seneca Falls Declaration of Sentiments (1848)**

. . . We hold these truths to be self-evident; that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, . . .

- 1 When the Declaration of Independence was written in 1776, who was considered to be created equal? [1]

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Score

- 2 State **one** way the ideas found in the Seneca Falls Declaration of Sentiments are different from the ideas found in the Declaration of Independence. [1]

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Score

- 3 Why was the Seneca Falls Declaration of Sentiments based on the ideas found in the Declaration of Independence? [1]

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Score

Base your answers to questions 4 through 6 on the outline below and on your knowledge of social studies.

### Outline of United States-Cuba Relations

#### I. Before World War II

- A. President James Polk and President Franklin Pierce try to purchase Cuba from Spain (1848, 1854)
- B. United States drives out the Spanish and conquers Cuba during the Spanish-American War (1898)
- C. United States makes Cuba a protectorate and establishes a naval base at Guantanamo Bay (1903)
- D. United States sends troops to occupy Cuba for brief periods (1906–1933)
- E. United States supports Cuban dictator Fulgencio Batista in return for friendly treatment of American businesses in Cuba (1933–1944)

#### II. After World War II

- A. Batista seizes control of Cuba in a coup, rules with United States support (1952–1959)
- B. Fidel Castro wins control of Cuba as a result of communist revolution (1959)
- C. Castro seizes United States property in Cuba (1959–1960)
- D. United States places embargo on trade with Cuba (1960)
- E. Cuba signs friendship agreement with Soviet Union (1960)
- F. United States-backed Cuban refugees fail in attempt to overthrow Castro at Bay of Pigs (1961)
- G. Cuban missile crisis (1962)

4 How did President Polk and President Pierce attempt to gain control of Cuba? [1]

Score

5 State **two** problems between the United States and Cuba after World War II. [2]

(1) \_\_\_\_\_

(2) \_\_\_\_\_

Score

6 State **two** reasons Americans have had a long-term interest in Cuba. [2]

(1) \_\_\_\_\_

(2) \_\_\_\_\_

Score

Score

Base your answers to questions 7 through 9 on the poster below and on your knowledge of social studies.

### World War II Poster



Source: Lawrence B. Smith, U. S. Treasury, 1942, National Archives and Records Administration

7 In this poster, what is the government asking Americans to buy during World War II? [1]

Score

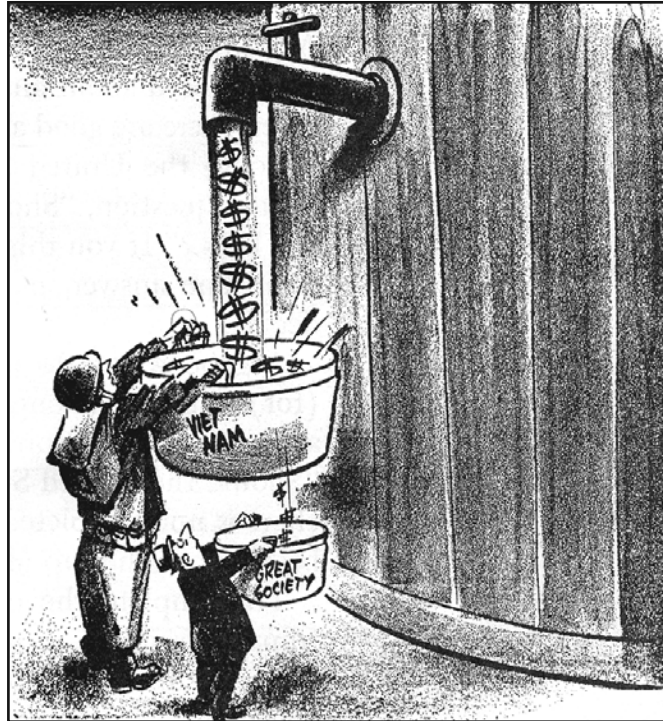
8 What does the caption, "Don't Let That Shadow Touch Them," mean? [1]

Score

9 Why were posters like this important to the war effort of the United States government? [1]

Score

Base your answers to questions 10 through 12 on the cartoon below and on your knowledge of social studies.



Source: John R. O'Connor et al., *Exploring United States History*,  
Globe Book Company

10 Identify **two** areas of government spending as shown in this cartoon. [2]

(1) \_\_\_\_\_ Score

(2) \_\_\_\_\_ Score

11 Why is the Vietnam bucket the soldier is holding bigger than the Great Society bucket? [1]

\_\_\_\_\_  
\_\_\_\_\_  
Score

12 What is the message expressed in this cartoon? [1]

\_\_\_\_\_  
\_\_\_\_\_  
Score

**FOR TEACHER USE ONLY**

**Part II Score \_\_\_\_\_**