

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

BOOKLET 1 OBJECTIVE AND CONSTRUCTED RESPONSE

JUNE 2–3, 2004

Student Name _____

School Name _____

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

The test has three parts. Parts I and II are in this test booklet; Part III is in Booklet 2.

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.

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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 choice is the correct answer. 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.

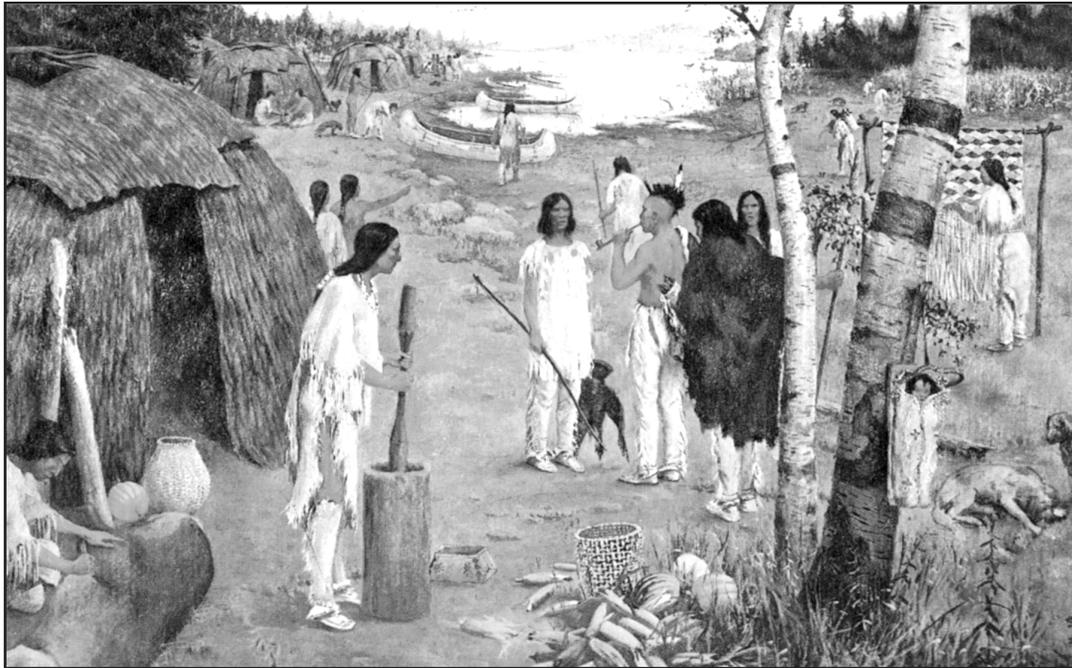
When you have finished Part I, go right on to Part II.

Part I

Answer all questions in this part.

Directions (1–45): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

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



Source: F. Daniel Larkin et al., *New York Yesterday and Today*, Silver Burdett and Ginn

1 The Native American Indians who are shown in this picture lived in which region of North America?

- (1) southwestern deserts
- (2) eastern woodlands
- (3) Great Plains
- (4) Gulf Coast

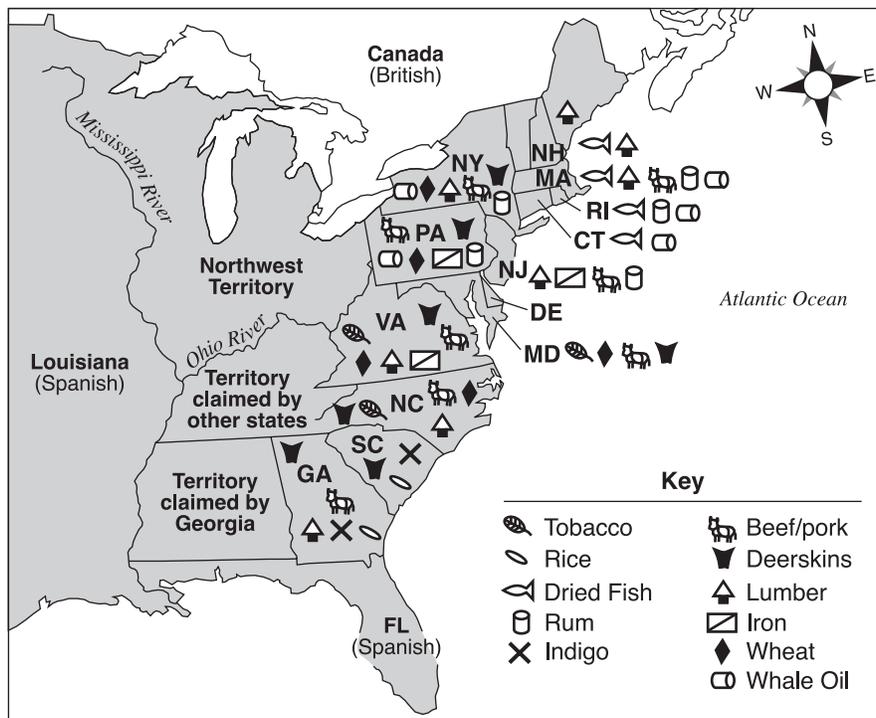
2 Early European explorers who came to the New World were looking for a northwest passage in order to

- (1) prove the world was round
- (2) improve trade with Native American Indians
- (3) explore the Great Lakes
- (4) find a shorter route to Asia

3 What was the major cause of death among Native American Indians after contact with Spanish explorers?

- (1) relocation
- (2) slavery
- (3) disease
- (4) starvation

Base your answers to questions 4 and 5 on the map below and on your knowledge of social studies.



Source: Alice Hanson Jones, *Wealth of a Nation to Be*, Columbia University Press (adapted)

4 Lumber, dried fish, and rum were mainly products of the

- (1) New England states
- (2) middle Atlantic states
- (3) southern states
- (4) Northwest Territory

5 The main reason for the variety of products in the different regions of the country was the differences in

- (1) family structure and education
- (2) geography and climate
- (3) political and social systems
- (4) national origins and cultures

6 The study of economics focuses on

- (1) production, distribution, and consumption of goods and services
- (2) Earth and its relationship to our environment
- (3) different types of governments and how they operate
- (4) past cultures of different peoples

7 The most widely accepted theory of the earliest human migration to the Americas is that people

- (1) crossed the polar ice cap from Norway to northern Canada
- (2) walked across a land bridge from Asia to Alaska
- (3) used seagoing vessels to sail from Africa to Central America
- (4) traveled in rafts and small boats from Pacific islands to South America

Base your answer to question 8 on the illustration below and on your knowledge of social studies.



Source: Benjamin Franklin, *The Pennsylvania Gazette*, May 9, 1754 (adapted)

8 Which statement most accurately expresses the main idea of this illustration from the 1750s?

- (1) Colonies that do not unite are not loyal.
- (2) Colonies cannot survive unless they are united.
- (3) Each colony should maintain its independence.
- (4) Any colony that does not unite will be attacked.

9 Why did most colonial farmers settle near oceans or coastal waterways?

- (1) Fewer Native American Indians lived there.
- (2) Local governments paid farmers to do so.
- (3) There were fewer problems with removal of trees and rocks.
- (4) Transportation of products was easier.

10 What was a result of the French and Indian War that led directly to the American Revolution?

- (1) The British lost most of their colonies in the Americas.
- (2) French colonies expanded west of the Appalachians.
- (3) Native American Indians were given lands west of the Appalachians.
- (4) England decided to make the American colonists help pay war debts.

11 The belief that colonies exist to benefit the economy of the mother country is known as

- (1) triangular trade
- (2) mercantilism
- (3) free trade
- (4) nativism

12 Which document is a primary source concerning the American Revolution?

- (1) a videotape showing a reenactment of a battle
- (2) a journal of the events written by a Continental soldier
- (3) a social studies textbook
- (4) a published article written by a history teacher

Base your answer to question 13 on the debate between *Speakers A* and *B* below and on your knowledge of social studies.

Debate over Ratification of the United States Constitution

Speaker A: “Our liberty depends on guaranteed individual rights. Citizens with these rights will be able to make decisions for the good of the whole nation.”

Speaker B: “I admire your optimism; however, only a well-educated group of elected officials should be trusted to make decisions for the good of all.”

Speaker A: “We must not allow the rule of a few privileged officials to overpower the will of average citizens.”

Speaker B: “A strong central government, composed of elected officials, will be acting in the best interests of all citizens.”

Speaker A: “I fear you are ignoring the needs of the people. There must be a guarantee that the freedoms of citizens will not be trampled over by a strong national government.”

- 13 In this debate between *Speaker A* and *Speaker B*, *Speaker A* would most likely agree that the leaders of the nation should
- (1) establish a monarchy
 - (2) add a bill of rights to the Constitution
 - (3) increase the power of the federal government
 - (4) limit the right to vote to property owners

14 Delegates to the Constitutional Convention of 1787 wrote a new constitution because

- (1) the Revolutionary War was over
- (2) the Articles of Confederation were about to expire
- (3) they wanted to increase the power of the states
- (4) they believed that a stronger central government was necessary

15 Many of the settlers of the original thirteen colonies had experienced religious discrimination in Europe. This situation influenced the authors of the United States Constitution to establish

- (1) separation of church and state
- (2) the right to bear arms
- (3) freedom to petition the government
- (4) freedom from cruel and unusual punishment

- 16 • The president appoints new members to the Supreme Court.
• The Senate must approve presidential appointments to the Supreme Court.
• The Supreme Court can declare laws made by Congress unconstitutional.

Which constitutional principle do these statements illustrate?

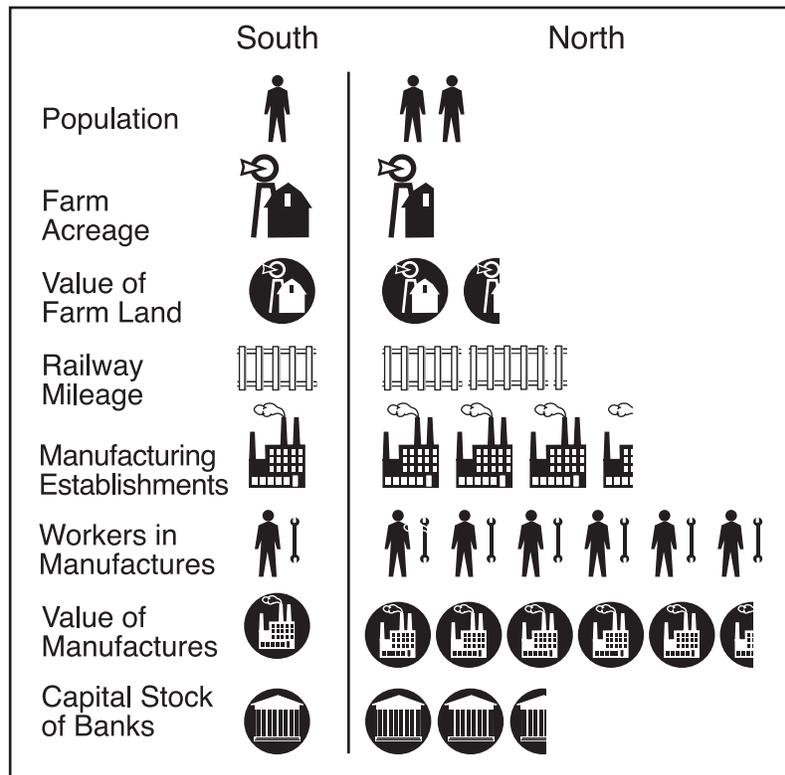
- (1) flexibility
- (2) federalism
- (3) checks and balances
- (4) federal supremacy

17 Eli Whitney and Samuel Slater were important to the early Industrial Revolution in the United States because they

- (1) developed new methods of manufacturing
- (2) invented new forms of transportation
- (3) built machines powered by steam
- (4) improved techniques in the production of steel

Base your answers to questions 18 and 19 on the chart below and on your knowledge of social studies.

The Year 1860: A Comparison



Source: Melvin Schwartz and John R. O'Connor, *Exploring American History*, Globe Book Co. (adapted)

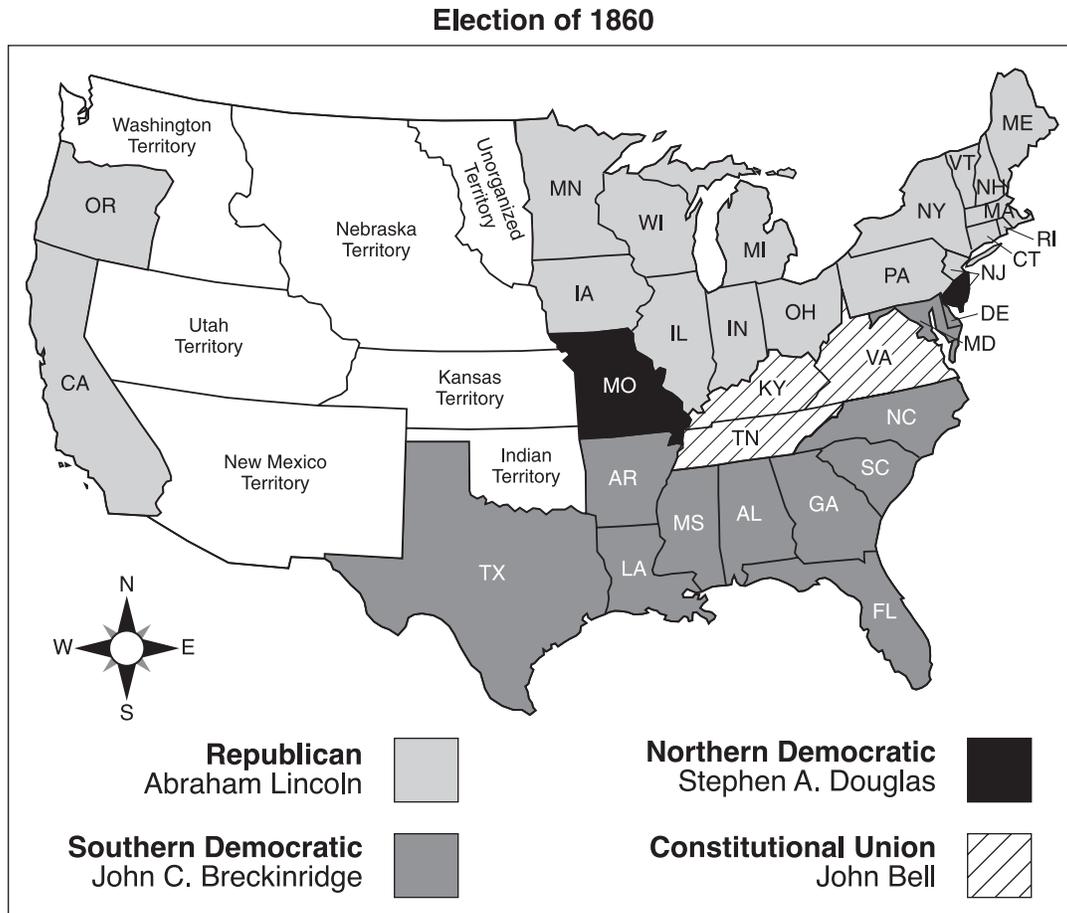
18 At the beginning of the Civil War, the South had an advantage over the North in

- (1) capital stock of banks
- (2) value of farmland
- (3) farm acreage
- (4) railway mileage

19 Which conclusion about the Civil War is most clearly supported by information in the chart?

- (1) The North was expected to win the war quickly.
- (2) The South would have the advantage in a long war.
- (3) The South would have a larger, better-equipped fighting force.
- (4) The North and the South were evenly prepared for the war.

Base your answers to questions 20 and 21 on the map below and on your knowledge of social studies.



Source: Herman J. Viola, *Why We Remember*, Addison-Wesley Publishing (adapted)

20 In the election of 1860, which region of the country supported John C. Breckinridge?

- (1) North
- (2) South
- (3) East
- (4) West

21 Which concept is most clearly illustrated by the election results shown on this map?

- (1) federalism
- (2) nationalism
- (3) protectionism
- (4) sectionalism

22 The Supreme Court decision in *Marbury v. Madison* (1803) established the principle of

- (1) judicial review
- (2) separation of powers
- (3) habeas corpus
- (4) nullification

23 The Trail of Tears resulted from President Andrew Jackson's effort to

- (1) remove Native American Indians from all land east of the Mississippi River
- (2) teach Native American Indians the American lifestyle
- (3) return tribal lands to Native American Indians
- (4) allow native tribes self-rule within state boundaries

24 A feature that is unique to a free-enterprise economic system is

- (1) government ownership of most companies
- (2) strict government regulation of business
- (3) private ownership of the means of production
- (4) wages and prices set by the government

25 Which heading best completes the partial outline below?

I. _____

- A. Workers face hardships
- B. Labor reforms are developed
- C. Towns and cities grow
- D. Giant corporations are created

- (1) Government Ends Regulation of Business
- (2) Progressive Movement Changes American Lives
- (3) American Citizens Get New Responsibilities
- (4) United States Becomes an Industrial Nation

Base your answers to questions 26 and 27 on the illustration below and on your knowledge of social studies.



Source: Melvin Schwartz and John R. O'Connor, *Exploring American History*, Globe Book Co. (adapted)

26 The situation shown in the illustration demonstrates the operation of the

- (1) Emancipation Proclamation
- (2) poll tax
- (3) slave codes
- (4) Jim Crow laws

27 Which term best describes the practice shown in this illustration?

- (1) populism
- (2) socialism
- (3) integration
- (4) segregation

28 In the period from 1890 to 1910, most immigrants from eastern and southern Europe settled in large cities of the eastern United States primarily because

- (1) farmland had become very scarce
- (2) factory jobs were available for unskilled workers
- (3) there was much less discrimination in those cities
- (4) they came mainly from large cities in their home countries

- 29 In the late 1800s, Western nations carved out spheres of influence in China in order to
- (1) support Chinese business interests
 - (2) gain special trading privileges
 - (3) protect their diplomats from foreign attacks
 - (4) limit Chinese immigration to their countries
- 30 Which overseas action most clearly demonstrates the use of Theodore Roosevelt's Big Stick foreign policy?
- (1) purchase of Alaska from Russia
 - (2) declaration of war against Germany in 1917
 - (3) seizure of the Hawaiian Islands
 - (4) support of the Panamanian revolt
- 31 The writings of the muckrakers, the formation of the National Association for the Advancement of Colored People (NAACP), and the work of Susan B. Anthony all demonstrated the
- (1) need for social reform
 - (2) desire for more public schools
 - (3) power of the central government
 - (4) importance of immigration laws
- 32 In 1914, fighting increased rapidly from a local conflict in Europe to a world war because
- (1) several nations had colonies in the region
 - (2) southeastern Europe was a major oil-producing area
 - (3) powerful nations had opposing alliances
 - (4) the League of Nations failed in its efforts to achieve a cease-fire
- 33 The main objective of the quota system established by the immigration laws of the 1920s was to
- (1) prevent illegal immigration
 - (2) reduce the number of immigrants from certain nations
 - (3) encourage immigration of the wealthy and educated
 - (4) admit persons who were previously banned from immigrating

Base your answer to question 34 on the poem below and on your knowledge of social studies.

Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

— Langston Hughes

- 34 This poem, written during the Harlem Renaissance, was most likely meant to encourage African Americans to
- (1) flee from slavery
 - (2) accept racial segregation
 - (3) look to the future
 - (4) deal with the Great Depression
-
- 35 A major cause of the stock market crash of 1929 was
- (1) buying stocks on margin
 - (2) using stock certificates as currency
 - (3) restricting bank loans
 - (4) outlawing installment buying
- 36 Which New Deal program still exists today?
- (1) Works Progress Administration
 - (2) Federal Emergency Relief Administration
 - (3) Civilian Conservation Corps
 - (4) Social Security Administration
- 37 After World War II, a result of the Nuremberg war crimes trials was that
- (1) individuals were held responsible for their acts during wartime
 - (2) nations were forced to pay for war damages
 - (3) leaders on both sides of the war were found guilty
 - (4) only military leaders were accused of crimes

Base your answer to question 38 on the cartoon below and on your knowledge of social studies.



Source: Herblock, *Washington Post*, November 1, 1962 (adapted)

38 This cartoon was published shortly after the

- (1) Korean War
- (2) Vietnam War
- (3) Berlin airlift
- (4) Cuban missile crisis

39 What reason did many Americans give for protesting United States involvement in the Vietnam War?

- (1) The government of South Vietnam did not want the United States in the war.
- (2) The Communists were never a threat to South Vietnam.
- (3) The United Nations asked the United States to stay out of the war.
- (4) It was a civil war, and the United States should not have interfered.

Base your answer to question 40 on the cartoon below and on your knowledge of social studies.



Source: Thomas Engelhardt, *St. Louis Post-Dispatch* (adapted)

40 Which statement best expresses the main idea of this cartoon?

- (1) A course in economics is essential for finding work.
- (2) Good jobs and education are closely linked.
- (3) Most skilled workers are school dropouts.
- (4) Smaller classes save tax dollars.

41 Which method was used by Martin Luther King, Jr., to protest social injustice?

- (1) formation of Greenpeace
- (2) civil disobedience
- (3) armed rebellion
- (4) support for a new political party

42 Which two nations were allies of the United States during World War II and later became enemies of the United States during the Cold War?

- (1) Britain and Italy
- (2) Korea and Japan
- (3) France and Germany
- (4) China and the Soviet Union

43 Paper drives, rationing of food and gasoline, and victory gardens were all elements of

- (1) growth of industry in the late 1800s
- (2) support for World War II at home
- (3) post-Civil War economic growth
- (4) New Deal relief programs

44 Which publication had a direct effect on the attitudes of Northerners toward slavery?

- (1) *Common Sense*
- (2) *Poor Richard's Almanac*
- (3) *Silent Spring*
- (4) *Uncle Tom's Cabin*

45 "... I shall return!"
"... a date which will live in infamy. . . ."
"Remember Pearl Harbor!"

With which war are these quotations most closely associated?

- (1) Revolutionary War
- (2) Civil War
- (3) World War II
- (4) Korean War

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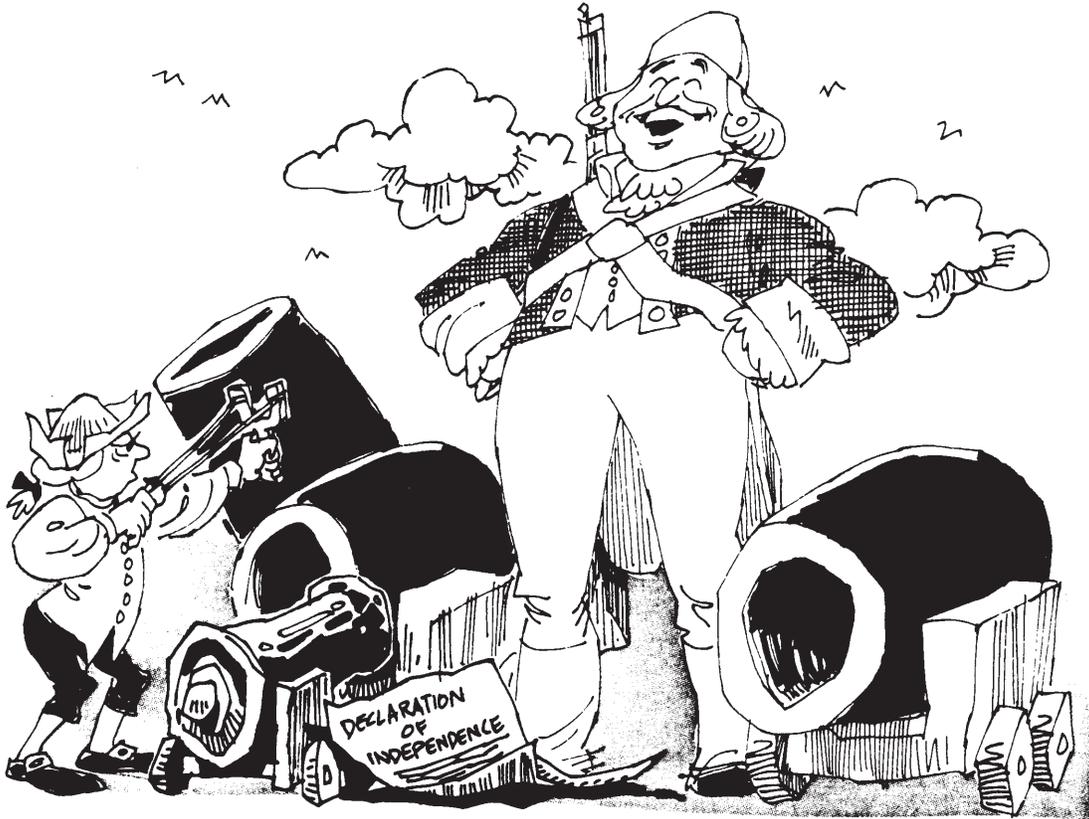
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Part I Score _____

Part II

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

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



Source: Melvin Schwartz and John R. O'Connor, *Exploring American History*, 2nd edition, Globe Book Company, Inc. (adapted)

1 Which conflict in United States history is referred to in this cartoon? [1]

Score

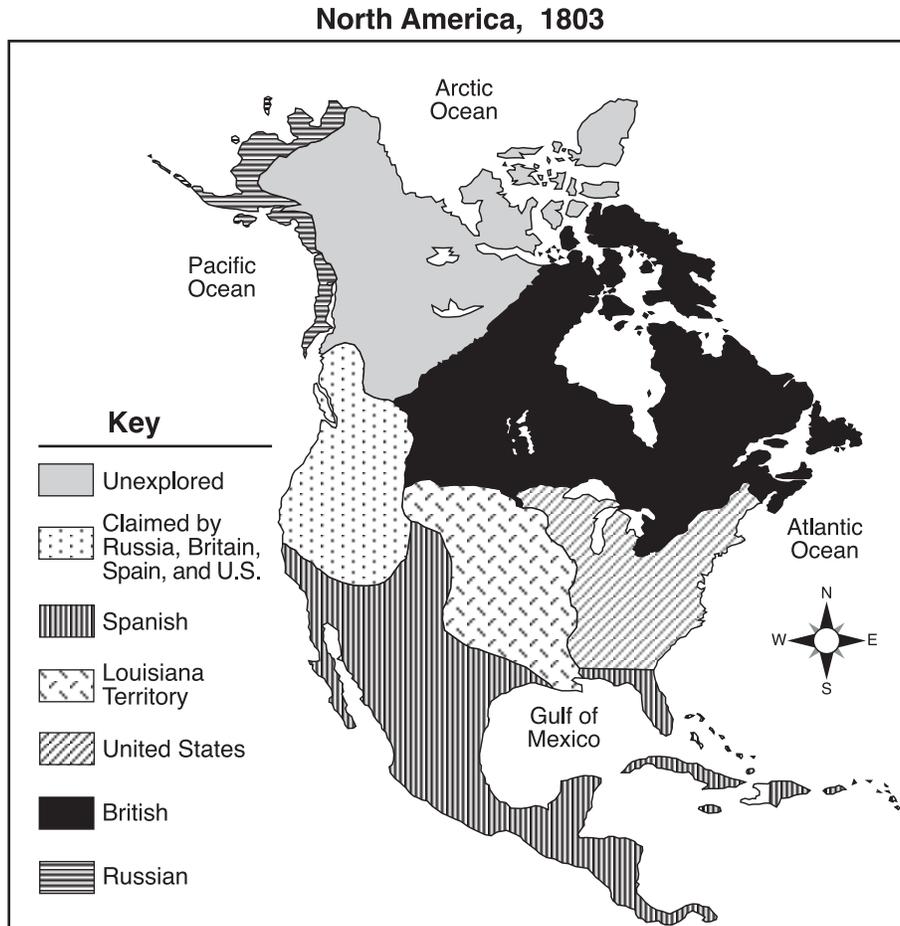
2 Which group does the larger man in the cartoon represent? [1]

Score

3 Which group does the man with the slingshot represent? [1]

Score

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



Source: *Historical Maps on File*, 2002 Facts on File, Inc. (adapted)

4 What is the name of the area on the map that President Thomas Jefferson acquired for the United States? [1]

Score

5 Identify **one** way the United States obtained land that had been claimed by Russia, Britain, or Spain. [1]

Score

6 Name **one** state bordering the Gulf of Mexico that was eventually formed from land once owned by Spain. [1]

Score

Base your answers to questions 7 and 8 on the cartoon below and on your knowledge of social studies.



**Try Your Strength, Gents!
The Harder You Hit It, The Higher It Goes**

Source: Puck, May 12, 1909 (adapted)

<p>7 Name two groups that are represented in the cartoon. [2]</p>	<p>8 State one way each of the two groups was affected by the “tariff.” [2]</p>
<p>Group 1 _____ _____ _____</p> <p style="text-align: right;">Score <input type="checkbox"/></p>	<p>Group 1 _____ _____ _____</p> <p style="text-align: right;">Score <input type="checkbox"/></p>
<p>Group 2 _____ _____ _____</p> <p style="text-align: right;">Score <input type="checkbox"/></p>	<p>Group 2 _____ _____ _____</p> <p style="text-align: right;">Score <input type="checkbox"/></p>

Base your answers to questions 9 and 10 on the newspaper notice below and on your knowledge of social studies.

NOTICE!

TRAVELERS intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or any of her allies, are liable to destruction in those waters and that travelers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.

IMPERIAL GERMAN EMBASSY
Washington, D.C., April 22, 1915.

Source: *New York Times*, May 1, 1915

9 Which nation’s vessels were threatened in this newspaper notice? [1]

Score

10 What was the purpose of this newspaper notice? [1]

Score

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Part II Score _____

