

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL SOCIAL STUDIES TEST

BOOKLET 1

MULTIPLE-CHOICE AND CONSTRUCTED-RESPONSE QUESTIONS

JUNE 14, 2010

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.

- 1 According to many anthropologists, a land bridge during the Ice Age allowed migration between which two continents?
 - (1) South America and North America
 - (2) North America and Europe
 - (3) Asia and North America
 - (4) Europe and Asia

- 2 **“Transportation Costs Rise as Gasoline Prices Reach Record High”**
“Unemployment Rate Drops 1.5% in Upstate New York”
“Threat of Recession Leads to Budget Cuts”

Which social scientist would most likely study the information reported in these headlines?

 - (1) psychologist
 - (2) archaeologist
 - (3) economist
 - (4) geographer

- 3 Which of these examples is a secondary source of information about industrialization?
 - (1) diary of a factory worker
 - (2) photograph of a child working in a factory
 - (3) letter written by an immigrant textile worker
 - (4) textbook chapter about Andrew Carnegie

- 4 What was one impact of European exploration on Native American Indians?
 - (1) European farming techniques were quickly adopted.
 - (2) Many Native American Indians were resettled throughout Europe.
 - (3) Conflicts between Native American Indian tribes ended.
 - (4) Diseases brought by Europeans caused large numbers of deaths.

- 5 Which religious group is correctly paired with the colony its members helped establish?
 - (1) Puritans → Georgia
 - (2) Quakers → Pennsylvania
 - (3) Pilgrims → Virginia
 - (4) Catholics → Rhode Island

- 6 Who were the first Europeans to establish a colony in what is now New York State?
 - (1) Spanish
 - (2) English
 - (3) Dutch
 - (4) French

- 7 Which cash crop is credited with helping the Jamestown colony to survive?
 - (1) tobacco
 - (2) cotton
 - (3) rice
 - (4) sugar cane

- 8 The Virginia House of Burgesses was important in the development of colonial America because it was the first attempt to
 - (1) practice representative democracy
 - (2) start a plantation system of farming
 - (3) protest against mercantilism
 - (4) establish religious freedom

- 9 “...give me liberty or give me death!”
“A government of our own is our natural right...”
“We must indeed all hang together or, most assuredly, we shall all hang separately.”

During the period of the American Revolution, these statements were made by members of which group?

 - (1) Redcoats
 - (2) Patriots
 - (3) Tories
 - (4) Native American Indians

Base your answer to question 10 on the map below and on your knowledge of social studies.

Aftermath of the French and Indian War



Source: Green and Leschen, *Exploring and Colonizing America*, McDonald Publishing, 1980 (adapted)

10 Many colonists were angered by the Proclamation of 1763 because it

- (1) took too much land from Canada
- (2) gave Florida to the French
- (3) limited their freedom to move west
- (4) encouraged raids by Native American Indians

11 The Battle of Saratoga was significant in the Revolutionary War because it

- (1) ended the British threat to the South
- (2) guaranteed Canadian help for the colonists
- (3) convinced the French to support the Americans
- (4) forced the British to withdraw from North America

12 Which document guarantees freedom of speech, the right to bear arms, and protection from unreasonable search and seizure?

- (1) Bill of Rights
- (2) Albany Plan of Union
- (3) Declaration of Sentiments
- (4) *Federalist Papers*

13 “. . . 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. . . .”

Which document contains these words?

- (1) Mayflower Compact
- (2) Treaty of Paris
- (3) Emancipation Proclamation
- (4) Declaration of Independence

14 Which feature of the Constitution prevents one branch of the national government from becoming too powerful?

- (1) federal supremacy
- (2) checks and balances
- (3) electoral college
- (4) elastic clause

15 The purpose of the Lewis and Clark expedition was to explore land gained through the

- (1) Louisiana Purchase
- (2) Gadsden Purchase
- (3) purchase of Florida
- (4) purchase of Alaska

16 One effect of the Supreme Court decision in *Marbury v. Madison* (1803) was to

- (1) establish the power of the Court to declare a law unconstitutional
- (2) allow Congress to tax income
- (3) approve the president’s power to veto bills
- (4) settle differences between the House and the Senate

17 One result of the War of 1812 was that the United States

- (1) defeated Spain
- (2) took control of Cuba
- (3) gained land from Canada
- (4) maintained its independence from Great Britain

Base your answer to question 18 on the statement below and on your knowledge of social studies.

We must create a tax on goods entering our country to protect products made here in America. Our government must help support businesses when they are new and weak if we want them to grow in time.

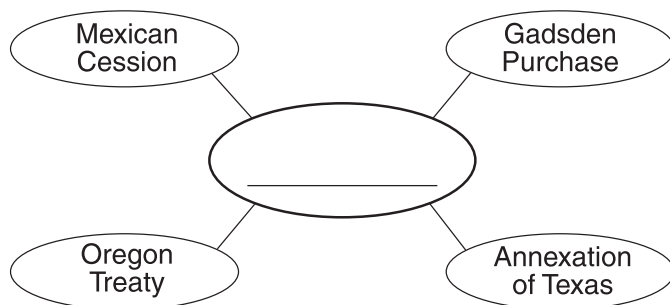
18 In the early 1800s, who would most likely make this statement?

- (1) New England minister
 - (2) Northern factory owner
 - (3) Southern sharecropper
 - (4) Western gold miner
-

19 Which project, completed in 1825, resulted from Governor DeWitt Clinton’s plan to link the Hudson River to the Midwest?

- (1) National Road
- (2) Champlain Canal
- (3) Erie Canal
- (4) Hoover Dam

Base your answer to question 20 on the graphic organizer below and on your knowledge of social studies.



20 Which title best completes this graphic organizer?

- (1) Expansion of Slavery
 - (2) Results of Manifest Destiny
 - (3) Goals of the Monroe Doctrine
 - (4) Adoption of the Missouri Compromise
-

Base your answer to question 21 on the cartoon below and on your knowledge of social studies.



Source: Library of Congress (adapted)

- 21 This portrayal of President Andrew Jackson reflects the opinion of some of his opponents that the
- (1) executive branch had become too powerful
 - (2) British had too much influence over the president
 - (3) president had become too sympathetic to the common man
 - (4) spoils system had failed to improve the government

Base your answer to question 22 on the chart below and on your knowledge of social studies.

Resources of the North and South, 1861

Resources	North		South	
	Number	Percent of National Total	Number	Percent of National Total
Farmland	105,817,694 acres	65%	56,832,154 acres	35%
Railroad Track	21,847 miles	71%	8,947 miles	29%
Value of Manufactured Goods	\$1,794,417,000	92%	\$155,531,281	8%
Factories	119,500	85%	20,631	15%
Workers in Industry	1,198,000	92%	110,721	8%
Population	22,340,000	63%	9,103,000 (3,950,531 enslaved persons)	37%

Source: James West Davidson et al., *The American Nation*, Prentice Hall, 2000 (adapted)

22 Which statement is best supported by the information in the chart?

- (1) The South had a greater percentage of workers in industry than did the North in 1861.
- (2) The South had more farms than did the North in 1861.
- (3) The North had many advantages over the South at the beginning of the Civil War.
- (4) The North and South produced equal amounts of manufactured goods prior to the Civil War.

23 Laws that established literacy tests, poll taxes, and grandfather clauses were passed by Southern states to

- (1) raise money to rebuild the South after the Civil War
- (2) improve the education of United States citizens
- (3) limit the rights of formerly enslaved persons
- (4) support the Radical Republicans

24 Jacob Riis and Upton Sinclair are considered muckrakers because they

- (1) established a new political party
- (2) exposed corruption and abuses in society
- (3) organized labor unions
- (4) drew cartoons to criticize politicians

25 During the late 1800s and early 1900s, one way in which the temperance movement and the woman's suffrage movement were similar is that both tried to

- (1) protect the rights of factory workers
- (2) reduce the power of big business
- (3) end protective tariffs to aid consumers
- (4) achieve reform by supporting a constitutional amendment

26 In the late 1800s, the United States became an imperialist nation when it

- (1) acquired overseas territories
- (2) declared its neutrality
- (3) formed military alliances
- (4) reduced trade with other nations

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

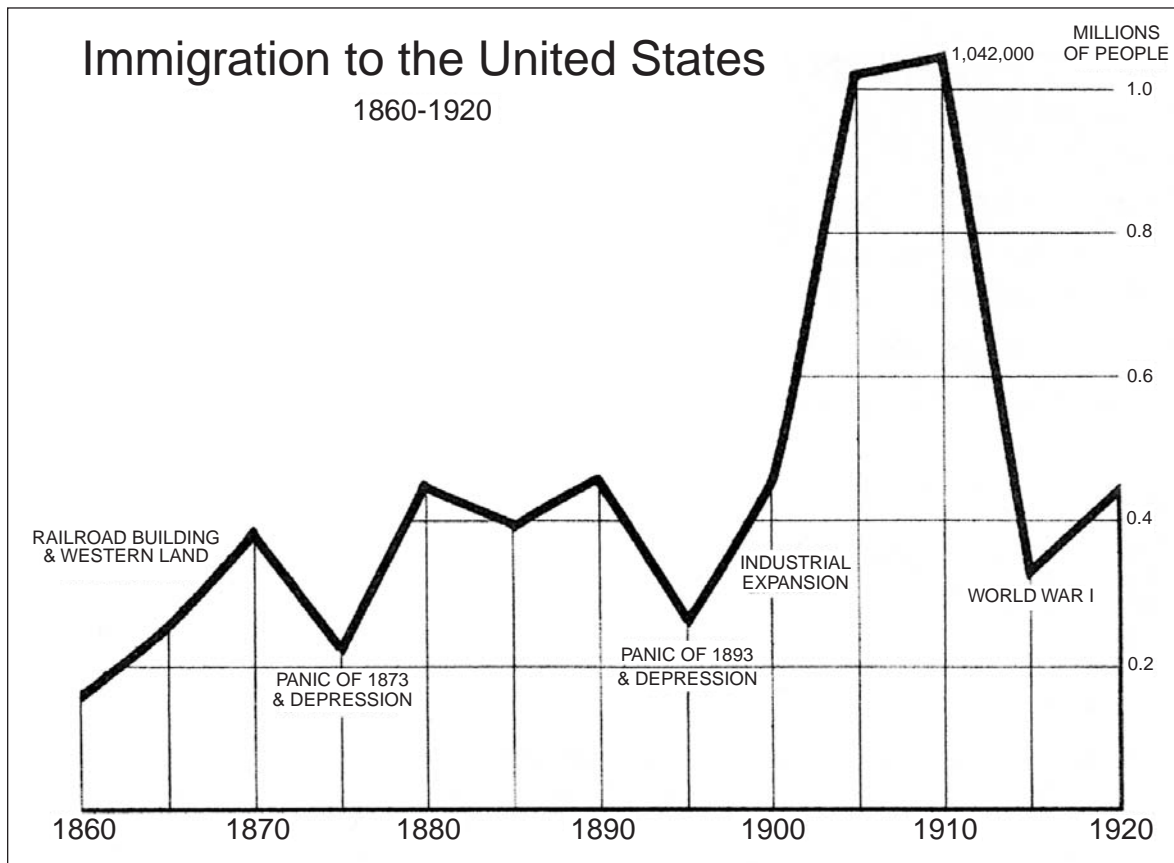
The President's Dream of a Successful Hunt.



Source: Clifford K. Berryman, *Washington Evening Star*, October 11, 1907
(adapted)

- 27 According to this cartoonist, what is President Theodore Roosevelt's policy toward trusts?
- (1) Good trusts must be destroyed.
 - (2) Good trusts must be controlled; bad trusts broken up.
 - (3) Trusts must use their resources to protect the environment.
 - (4) Only bad trusts should be regulated.
-

Base your answer to question 28 on the graph below and on your knowledge of social studies.



Source: Edward L. Biller, *Story of the American Nation: Teachers Manual*, Harcourt, Brace and World (adapted)

28 Based on the information in this graph, why did immigration increase rapidly between 1895 and 1905?

- (1) Railroad construction created jobs for immigrants.
- (2) Cheap land prices in the West attracted immigrant farmers.
- (3) Industrial growth provided factory jobs for immigrants.
- (4) World War I caused immigrants to flee Europe.

29 Which document contains President Woodrow Wilson's call to create the League of Nations?

- (1) Zimmerman telegram
- (2) Atlantic Charter
- (3) Fourteen Points
- (4) Kellogg-Briand Pact

30 What was one reason that national Prohibition failed?

- (1) Stores did not sell alcohol.
- (2) Many Americans did not support the law.
- (3) The federal government refused to enforce Prohibition laws.
- (4) The United States Supreme Court declared Prohibition unconstitutional.

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

It's no use! He can't see that the fire is out.



Source: Edwin Marcus, *The New York Times*, August 8, 1937 (adapted)

- 31 This 1937 cartoon shows the concern of some Americans that
- (1) the government was spending too much money
 - (2) too many Americans were overspending
 - (3) social programs mainly benefited the rich
 - (4) President Franklin D. Roosevelt was ignoring the needs of the people
- 32 The problem illustrated by the cartoon developed primarily because the government was
- (1) preparing to enter World War II
 - (2) cutting taxes for the wealthy
 - (3) lowering the price of farm products
 - (4) trying to solve problems created by the Great Depression
-

- 33 **“Nuremberg Laws Take Away Jewish Citizenship in Germany”**
“Synagogues and Jewish-Owned Businesses Destroyed Across Germany”
“Mass Extermination of Jewish People, Other Victims at Auschwitz”

These headlines are most directly associated with the

- (1) German blitzkrieg
 - (2) Holocaust
 - (3) Manhattan Project
 - (4) building of the Berlin Wall
- 34 The United States responded to the December 7, 1941, attack on Pearl Harbor by
- (1) declaring war on Japan
 - (2) appealing to the United Nations
 - (3) renewing its commitment to isolationism
 - (4) passing the Lend-Lease Act
- 35 Which statement is an opinion about World War II?
- (1) Dropping atomic bombs was not necessary to end the war.
 - (2) The economies of many countries were damaged by the war.
 - (3) Many families suffered the loss of loved ones during the war.
 - (4) Italy and Germany were members of the Axis powers.

- 36 “A few years ago I could go to the store with \$100 and come back with six or seven bags of groceries. Now, I’m lucky if \$100 will buy three bags. Boy, have prices gone up!”

Which economic problem is best described by this quotation?

- (1) deficit
- (2) inflation
- (3) speculation
- (4) unemployment

Base your answer to question 37 on the poem below and on your knowledge of social studies.

Merry-Go-Round

Where is the Jim Crow section
 On this merry-go-round,
 Mister, 'cause I want to ride?
 Down South where I come from
 White and colored
 Can't sit side by side.
 Down South on the train
 There's a Jim Crow car.
 On the bus we're put in the back —
 But there ain't no back
 To a merry-go-round
 Where's the horse
 For a kid that's black?

— Langston Hughes, 1942

- 37 Which social problem is the main concern of this poem?
- (1) poor housing
 - (2) unemployment
 - (3) white violence
 - (4) racial segregation
-
- 38 Which individual is best known as a major leader of the 1960s civil rights movement?
- (1) W. E. B. Du Bois
 - (2) Martin Luther King Jr.
 - (3) Thurgood Marshall
 - (4) Colin Powell

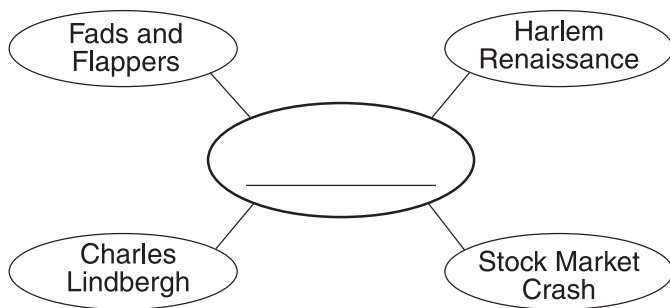
- 39 President John F. Kennedy and President Lyndon B. Johnson sent troops to Vietnam in an attempt to
- (1) limit the spread of communism
 - (2) oppose South Vietnamese independence
 - (3) support the North Vietnamese government
 - (4) protect United States interests in the Middle East

40 Which heading best completes the partial outline below?

- I. _____
- A. Quest for a trade route to East Asia
 - B. Search for gold
 - C. Desire to spread religious beliefs

- (1) Purposes of the Transcontinental Railroad
- (2) Reasons for European Exploration of the Americas
- (3) Push/Pull Factors for Immigration in the 1920s
- (4) Causes for the Growth of the United States Economy

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



41 Which title best completes this graphic organizer?

- (1) Gilded Age
- (2) Reconstruction Era
- (3) Roaring Twenties
- (4) Progressive Era

42 Victory gardens, rationing, scrap drives, and bond drives are most closely associated with

- (1) home front efforts during World War II
- (2) McCarthyism during the Cold War
- (3) the antiwar movement in the 1960s
- (4) environmental conservation in the 1970s

43 “African Americans Boycott Buses in Montgomery”
“Levittown Suburban Development Continues to Grow”
“Baby Boom Is Now in Its Tenth Year”

In which decade would these three headlines have been published?

- (1) 1920s
- (2) 1930s
- (3) 1940s
- (4) 1950s

44 The most direct result of the Watergate scandal was the

- (1) assassination of President John F. Kennedy
- (2) decision of President Lyndon Johnson not to seek reelection
- (3) resignation of President Richard Nixon
- (4) election of President Ronald Reagan

45 Which sequence of wars is in the correct chronological order?

- (1) Mexican War → Civil War → Revolutionary War → Korean War
- (2) Revolutionary War → Mexican War → Civil War → Korean War
- (3) Mexican War → Revolutionary War → Korean War → Civil War
- (4) Revolutionary War → Korean War → Civil War → Mexican War

**GO ON TO THE NEXT PAGE
AND BEGIN PART II ➡**

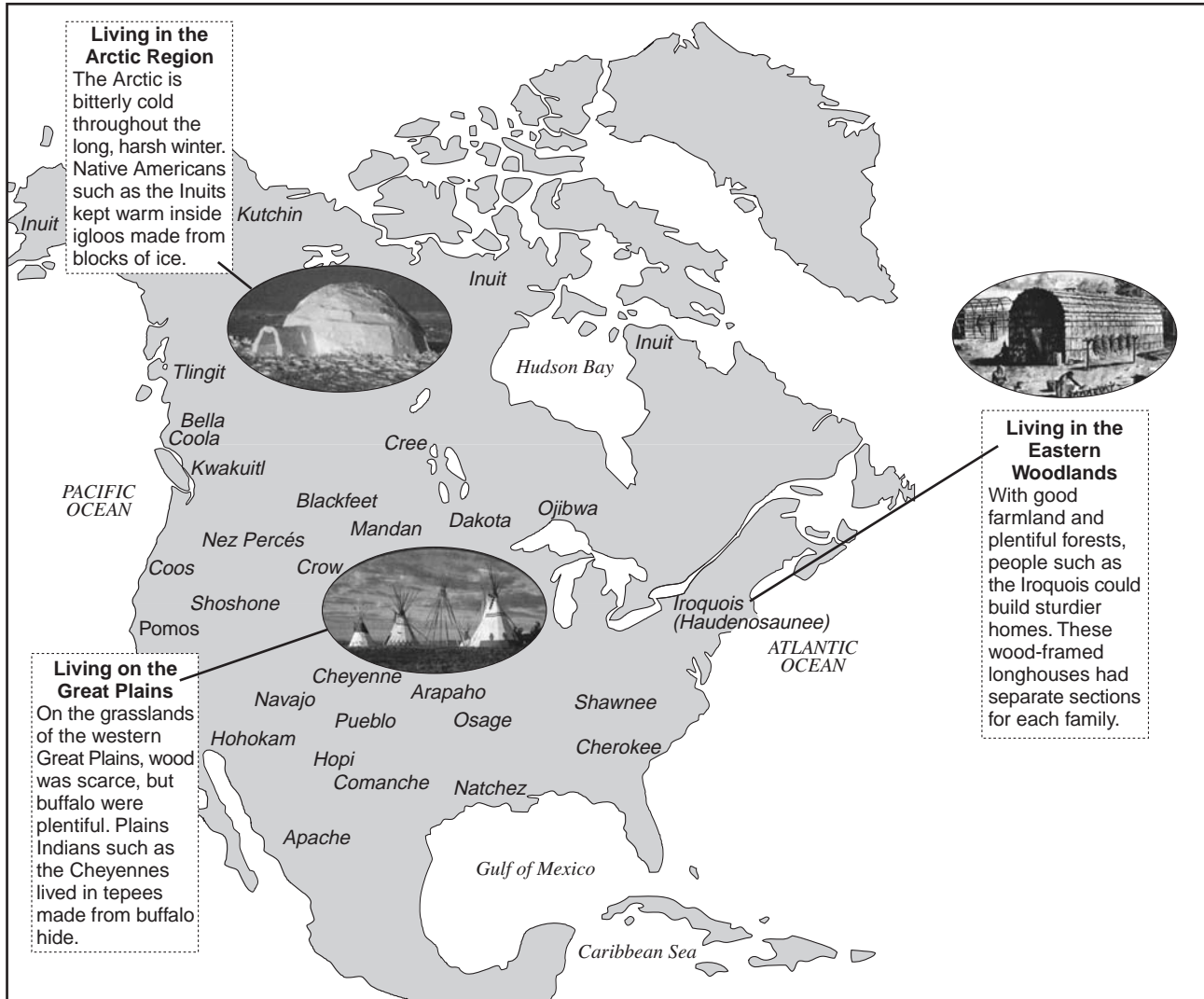
FOR TEACHER USE ONLY
Part I Score _____

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 document below and on your knowledge of social studies.

Homes of Native American Indians



Source: Davidson and Stoff, *America: History of Our Nation*, Prentice Hall, 2007 (adapted)

1 Based on this document, what animal was important to the tribes living on the Great Plains? [1]

Score

2 Based on this document, which Native American Indian group lived in what is now New York State? [1]

Score

3 State **one** reason Native American Indian tribes developed different forms of shelter. [1]

Score

GO ON TO THE NEXT PAGE ➡

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

. . . Tho we felicitate [please] ourselves, we sympathize with those who are trembling least [lest] the lot of Boston should be theirs. But they cannot be in similar circumstances unless pusillanimity [lack of courage] and cowardise should take possession of them. They have time and warning given them to see the evil and shun it. — I long to hear that you have declared an independency — and by the way in the new code of laws which I suppose it will be necessary for you to make I desire you would remember the ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember all men would be tyrants if they could. If perticular [particular] care and attention is not paid to the ladies we are determined to foment [start] a rebellion, and will not hold ourselves bound by any laws in which we have no voice, or representation. . . .

Source: Letter from Abigail Adams to John Adams, March 31, 1776, <http://www.masshist.org/digitaladams> (adapted)

4 To whom was this letter written? [1]

Score

5 State **one** issue Abigail Adams mentions in this letter. [1]

Score

6 State **one** political *or* economic achievement of later American women that would most likely have pleased Abigail Adams. [1]

Score

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

First let me tell you something about the way we work and what we are paid. There are two kinds of work—regular, that is salary work, and piecework. The regular work pays about \$6 a week and the girls have to be at their machines at 7 o'clock in the morning and they stay at them until 8 o'clock at night, with just one-half hour for lunch in that time. . . .

The shops are unsanitary—that's the word that is generally used, but there ought to be a worse one used. Whenever we tear or damage any of the goods we sew on, or whenever it is found damaged after we are through with it, whether we have done it or not, we are charged for the piece and sometimes for a whole yard of the material.

At the beginning of every slow season, \$2 is deducted from our salaries. We have never been able to find out what this is for.

Source: Clara Lemlich, "Life in the Shop," *New York Evening Journal*, November 28, 1909, online at Cornell University ILR School

7 State **two** working conditions Clara Lemlich experienced. [2]

(1) _____

Score

(2) _____

Score

8 State **one** way workers and **one** way the government tried to improve working conditions in factories. [2]

Workers: _____

Score

Government: _____

Score

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GO ON TO THE NEXT PAGE ⇨

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

"All the News That's
Fit to Print."

The New York Times.

THE WEATHER

Fair today and Sunday; fresh to strong southwest to west winds.
For full weather report see Page 11.

VOL. LXIV...NO. 20,923.
NEW YORK, SATURDAY, MAY 8, 1915.—TWENTY-FOUR PAGES.
ONE CENT In Greater New York, Jersey City and Newark, TWO CENTS.

**LUSITANIA SUNK BY A SUBMARINE, PROBABLY 1,000 DEAD;
TWICE TORPEDOED OFF IRISH COAST; SINKS IN 15 MINUTES;
AMERICANS ABOARD INCLUDED VANDERBILT AND FROHMAN;
WASHINGTON BELIEVES THAT A GRAVE CRISIS IS AT HAND**

SHOCKS THE PRESIDENT
Washington Deeply Stirred by Disaster and Fears a Crisis.

BULLETINS AT WHITE HOUSE
Wilson Reads Them Closely, but is Silent on the Nation's Course.

RUMOR OF CONGRESS CALL
Loss of Lusitania Recalls Firm Tone of Our First Warning to Germany.

CAPITAL FULL OF RUMORS
Reports That Liner Was to be Sunk were Heard Before Actual

Roosevelt Calls It An Act of Piracy.

Reported to the New York Times, SYRACUSE, N. Y., May 7.—Colonel Roosevelt tonight characterized the sinking of the Lusitania as "an act of piracy."

"I do not know enough of the facts," said the Colonel, "to make any further comment or to say what would be proper for this Government to do in the circumstances."

"I can only repeat what I said the other day when the Gulfstream was attacked. I then called attention to the fact that months before the German war zone was established, and deeds such as the sinking of the Lusitania were threatened, that if such deeds were perpetrated they would represent nothing but mere piracy."

Admiralty Puts Embargo On News Dispatches

LONDON, May 8.—It is stated that the British Admiralty is not withholding any verified facts regarding the Lusitania, but declines to pass dispatches based merely on rumor.

It is expected that the Admiralty will issue a statement as soon as authenticated facts are available.

DEATH OF FROHMAN IS FEARED IN LONDON

"What Is America Going to Do About It?" Asks British Colleague of Manager.

Special Cable to The New York Times. LONDON, May 7.—The theatrical world of London is shocked over the reported fate of Charles Frohman. Mr. Frohman is a familiar figure in the theatrical life of London, and theatre managers and players alike regarded him



THE LOST CUNARD STEAMSHIP LUSITANIA

SOME DEAD TAKEN ASHORE
Several Hundred Survivors at Queenstown and Kinsale.

STEWARDESS OF DISASTER
One Torpedo Crashes Into the Doomed Liner's Bow, Another Into the Engine Room.

BOATS PROMPTLY LOWERED
But Ship Goes Down So Quickly Many Must Have Gone with Her—No Officers Reported Saved.

ATTACKED IN BROAD DAY

Source: *New York Times*, May 8, 1915

9 Based on these newspaper headlines, what caused the *Lusitania* to sink? [1]

Score

10 Which war is associated with these newspaper headlines? [1]

Score

Inter-Level Social Studies — June '10

[19]

[OVER]

Base your answers to questions 11 through 13 on the documents below and on your knowledge of social studies.

. . . I guess you've heard about ev'ry kind of blues,
I guess you've heard about ev'ry kind of blues,
But when the dust gets high, you can't even see the sky. . . .

I seen the wind so high that it blowed my fences down,
I've seen the wind so high that it blowed my fences down,
Buried my tractor six feet underground.

Well, it turned my farm into a pile of sand,
Yes, it turned my farm into a pile of sand,
I had to hit that road with a bottle in my hand. . . .

Source: Lyrics by Woody Guthrie



Source: United States Department of Agriculture

11 Based on these documents, state **two** problems created by the wind. [2]

(1) _____

Score

(2) _____

Score

12 During the Great Depression, what name was given to the area described in these documents? [1]

Score

13 State **one** action taken by the government *or* individuals in response to the environmental condition described in these documents. [1]

Score

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Part II Score _____