

THE UNIVERSITY OF THE STATE OF NEW YORK

# GRADE 8

## INTERMEDIATE-LEVEL TEST SOCIAL STUDIES

### BOOKLET 1

#### MULTIPLE-CHOICE AND CONSTRUCTED-RESPONSE QUESTIONS

JUNE 5, 2007

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.

**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 answers to questions 1 and 2 on the picture below and your knowledge of social studies.

**The Palace of Sayil Maya Ruins**



Source: [http://mayaruins.com/sayil/y2\\_025.html](http://mayaruins.com/sayil/y2_025.html) (adapted)

1 Which social scientist would most likely study the artifacts from these ruins?

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

2 This picture of a Maya ruin is evidence that the Maya people had

- (1) copied the architecture of the Iroquois
- (2) constructed wooden public buildings
- (3) developed terrace farming
- (4) established an advanced civilization

3 One widely accepted theory suggests that the ancestors of Native American Indians migrated to the Americas from Asia by crossing the

- (1) Appalachian mountain range
- (2) Bering Strait land bridge
- (3) Atlantic Ocean
- (4) Great Plains

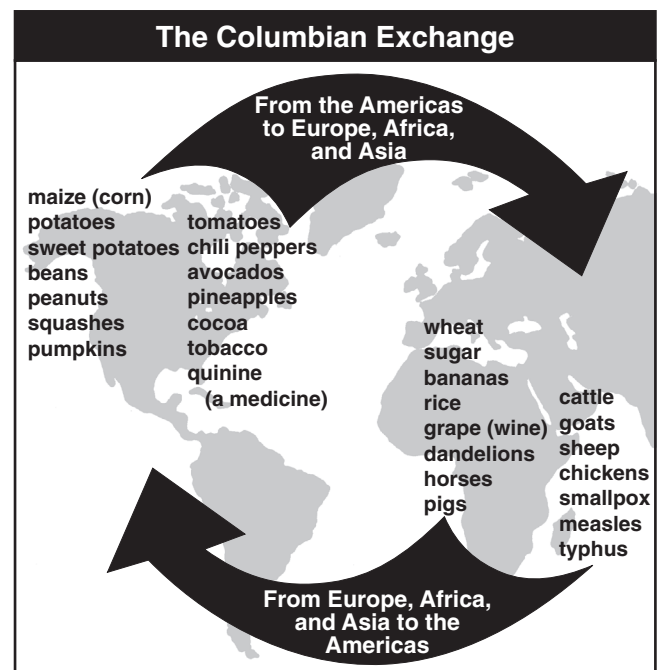
4 Which group of Europeans first settled the Hudson River valley and established the patroon system of landownership?

- (1) British
- (2) Dutch
- (3) French
- (4) Spanish

5 Which geographic feature of the Atlantic coastline contributed most to the growth of colonial trade?

- (1) many offshore islands
- (2) high, rocky cliffs
- (3) natural harbors
- (4) barrier reefs

Base your answer to question 6 on the illustration below and on your knowledge of social studies.



Source: *Guide to the Essentials of World History*, Prentice Hall (adapted)

6 A conclusion best supported by this illustration is that the Columbian Exchange

- (1) increased the isolation between Europe and the Americas
- (2) ended the slave trade in the Eastern Hemisphere
- (3) led to the spread of disease to the natives of the Americas
- (4) resulted in a decrease in trade between North America and Europe

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

Some Native American Indian Cultures			
Culture	Location	Food Source	Environment
Pacific Northwest Coast	Western coast, Oregon to Alaska	Fishing	Coastal, with forests
Anasazi	Southwest, chiefly Arizona and New Mexico	Farming	Mountainous river valleys
Iroquois	Northeast, chiefly New York	Hunting and farming	Woodlands of the North
Creek	Southeast, Alabama and Georgia	Farming with some hunting	Southern climate, semitropical

Source: *Exploring American History Workbook*, Globe Book Co. (adapted)

- 7 Which conclusion about these Native American Indians is most clearly supported by the chart?
- (1) Geographic factors helped shape native lifestyles.
  - (2) Most native peoples were nomadic.
  - (3) Native cultures were all very similar.
  - (4) Native peoples in warmer climates were more advanced than those in colder climates.

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



Source: Benjamin Franklin, *Pennsylvania Gazette*

- 8 Which document is most closely associated with this cartoon drawn in 1754?
- (1) Mayflower Compact
  - (2) Fundamental Orders of Connecticut
  - (3) Albany Plan of Union
  - (4) Emancipation Proclamation

- 9 The major reason the British government issued the Proclamation of 1763, which banned colonial settlement west of the Appalachian Mountains, was to
- (1) avoid conflicts with Native American Indians
  - (2) reduce casualties during the French and Indian War
  - (3) maintain markets for British manufactured goods
  - (4) promote easy collection of new taxes

**GO ON TO THE NEXT PAGE ⇨**

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

<b>Three Types of British Colonies in North America</b>			
	<b>Colony Governed by Corporate Charter</b>	<b>Royal Colony</b>	<b>Proprietary Colony</b>
<b>King's Relationship to the Colony</b>	The king granted land to a company. The company governed this land. The charter companies were usually self-governed and the people retained their English rights.	The king and his ministers ruled the land.	The king granted land to a family, person, or group of people. These people (proprietors) had as much governing power as the king over their lands.
<b>How the Governor is Chosen</b>	The governor was elected by those qualified to vote.	The king appointed a governor and a council of assistants. The governor had veto power.	The proprietor usually appointed a governor and a council of assistants.
<b>How the Legislature is Chosen</b>	The two-house legislature (upper and lower houses) was elected by the voters.	The governor and the council acted as the upper house. The lower house was elected by voters.	The governor and the council were the upper house. The lower house was elected by voters.

Source: Norman K. Risjord, *History of the American People*, Holt, Rinehart, and Winston (adapted)

10 Which conclusion is most clearly supported by information in the chart?

- (1) Most females exercised their right to vote.
- (2) Voters in every colony chose their own governor.
- (3) Most colonies had a one-house legislature.
- (4) Some form of democracy was present in all the British colonies.

11 Who wrote most of the Declaration of Independence?

- |                       |                      |
|-----------------------|----------------------|
| (1) John Adams        | (3) Patrick Henry    |
| (2) Benjamin Franklin | (4) Thomas Jefferson |

12 Where was the first battle of the American Revolution fought?

- |                  |              |
|------------------|--------------|
| (1) Valley Forge | (3) Saratoga |
| (2) Lexington    | (4) Yorktown |

13 Debates at the Constitutional Convention (1787) between delegates from states with large populations and states with small populations were mainly resolved by

- (1) creating a two-house legislature
- (2) establishing federal control over interstate commerce
- (3) permitting states to count Native American Indians in their population
- (4) providing for an electoral college

Base your answer to question 14 on the chart below and on your knowledge of social studies.

<b>A</b>	<b>B</b>
Sided with the king	Fought for independence
Associated with British culture	Tarred and feathered customs officials
Many lost their homes during the war	Protested taxation without representation
Supported British and Hessian troops	Joined militias and used guerrilla tactics

14 Which two groups in American history are being described in columns A and B?

- (1) Puritans and Pilgrims
- (2) British and French
- (3) Loyalists and Patriots
- (4) Federalists and Antifederalists

15 Which type of document usually describes the basic structure, functions, and powers of a government?

- (1) constitution
- (2) proclamation
- (3) resolution
- (4) treaty

16 In the 1820s, New York City was connected to the Great Lakes region by the

- (1) Pony Express
- (2) Louisiana Purchase
- (3) New York Central Railroad
- (4) Erie Canal

17 President Andrew Jackson defended the spoils system as a benefit to democracy because it

- (1) created more political parties
- (2) granted the right to vote to more people
- (3) increased the power of the states
- (4) filled government jobs with common citizens

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

<b>Legislative Branch</b> (Congress) Passes the laws	<b>Executive Branch</b> (President) Carries out and enforces the laws	<b>Judicial Branch</b> (Courts) Interprets the laws
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18 Which political principle is shown in this chart?

- (1) federalism
- (2) implied powers
- (3) separation of powers
- (4) unwritten constitution

19 Which conclusion about the system of government used in the United States is best supported by the chart?

- (1) Voters elect the members of all three branches.
- (2) The president has the power to interpret the law.
- (3) The Supreme Court's decisions about laws can be appealed.
- (4) Laws are affected by all three branches of government.

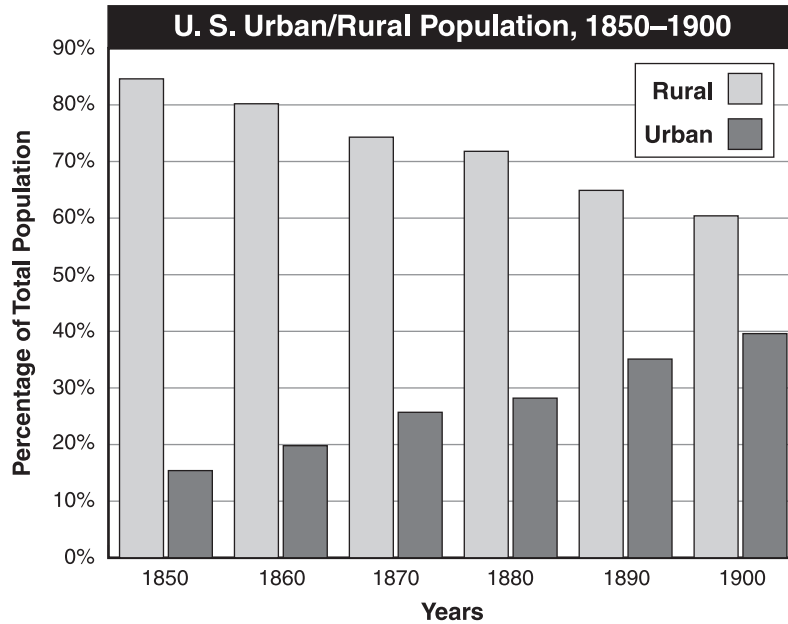
20 Frederick Douglass, William Lloyd Garrison, and Harriet Tubman were all 19th-century leaders in the movement to

- (1) reform prisons
- (2) establish woman's suffrage
- (3) protect Native American Indians
- (4) abolish slavery

21 A major goal of the Seneca Falls Convention (1848) was to

- (1) form a new political party
- (2) oppose the Mexican War
- (3) publicize the need for women's rights
- (4) improve public education

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



Source: U. S. Bureau of the Census (adapted)

- 22 Which statement is best supported by the information on the graph?
- (1) Many of the people who lived in the urban areas were poor.
  - (2) The percentage of urban population increased between 1850 and 1900.
  - (3) By 1890, 70% of the population lived in rural areas.
  - (4) Industrialization led to an increase in the rural population in the late 1800s.

23 Which reference is a primary source document of the Civil War?

- (1) an encyclopedia article about the North's advantages over the South
- (2) a biography of General Ulysses S. Grant
- (3) a battlefield map drawn by a soldier serving at the Battle of Gettysburg
- (4) a book on the effects of the Civil War on the South

24 The term *carpetbaggers* was used during Reconstruction to describe

- (1) Southern whites who supported Radical Republican programs
- (2) African Americans who gained control of former Southern plantations
- (3) Northerners who moved to the South seeking personal gain
- (4) formerly enslaved African Americans who moved to the West

25 Which change occurred in Southern agriculture in the years following the Civil War?

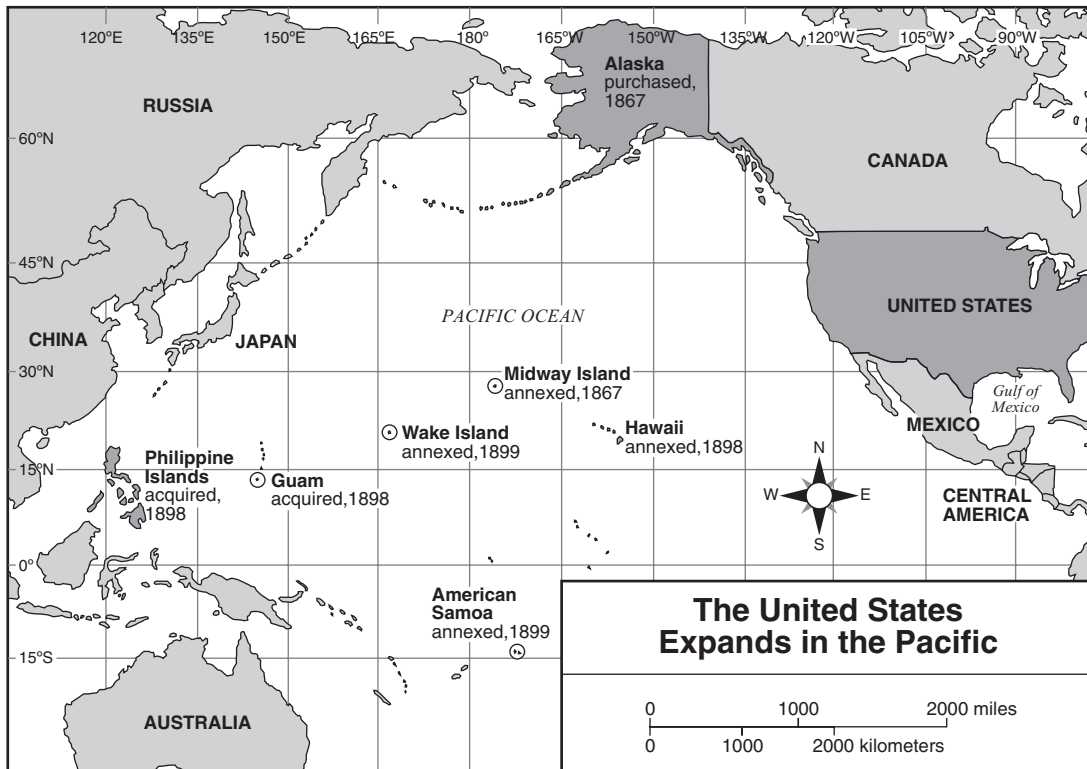
- (1) Many formerly enslaved persons became sharecroppers.
- (2) Subsistence farming became illegal.
- (3) Cotton production ended.
- (4) Most small farms were joined into large plantations.

26 Poll taxes, literacy tests, and the grandfather clause were all created during the late 1800s to restrict the voting rights of

- (1) Native American Indians
- (2) women
- (3) immigrants
- (4) African Americans



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



Source: James Davidson and Michael Stoff, *American Nation*, Prentice Hall (adapted)

- 27 This map supports the conclusion that by 1900 the United States was committed to a foreign policy of
- (1) containment
  - (2) imperialism
  - (3) isolationism
  - (4) neutrality

- 28 A major reason the United States wanted to build the Panama Canal was to
- (1) improve United States relations with Latin America
  - (2) increase trade with England
  - (3) protect United States citizens living in South America
  - (4) shorten the sea route between the Atlantic and Pacific coasts

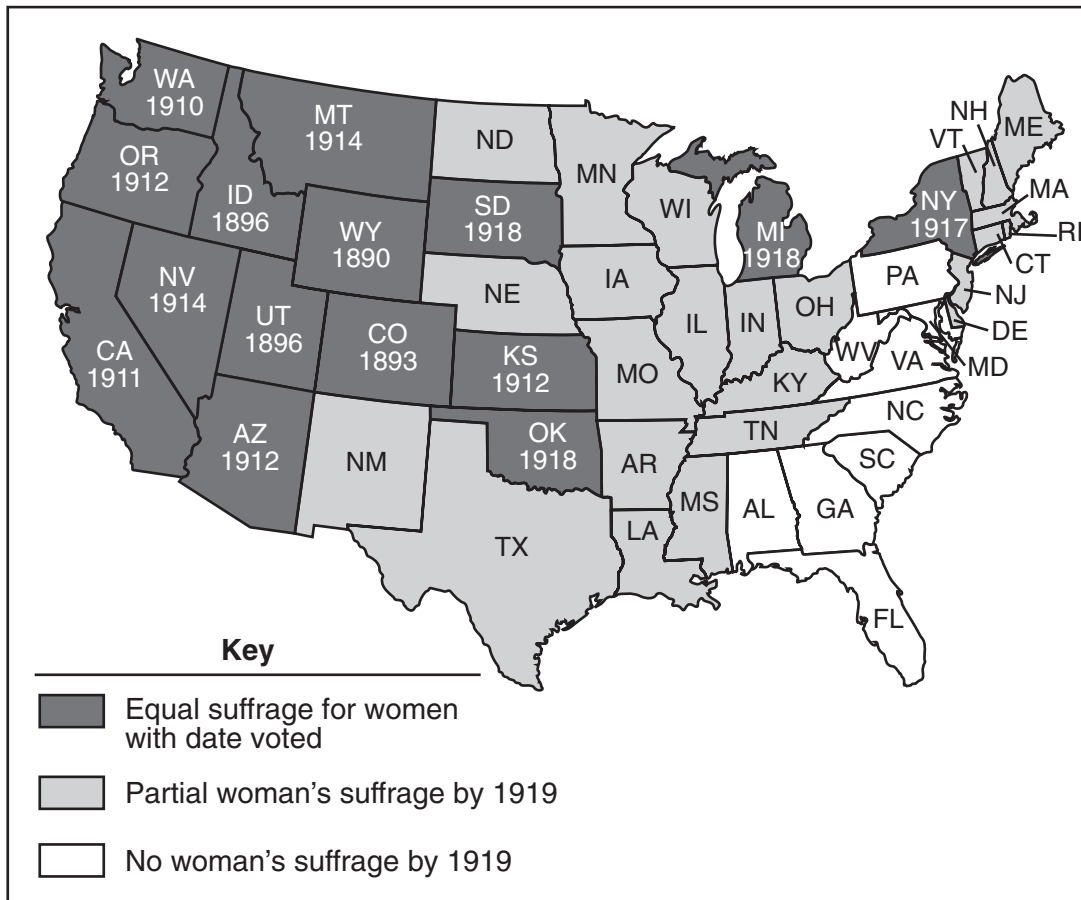
- 29
- Germany had to accept blame for war in Europe.
  - Germany had to pay war reparations to European nations.
  - Germany had to disarm and reduce its military forces.

Which document imposed these punishments on Germany after World War I?

- (1) Roosevelt Corollary
- (2) Yalta Agreement
- (3) Fourteen Points
- (4) Treaty of Versailles

Base your answer to question 30 on the map below and on your knowledge of social studies.

### Woman's Suffrage Before Ratification of the 19th Amendment, 1920



Source: Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge (adapted)

30 Before 1919, most of the states that had granted full voting rights to women were located in the

- (1) West
- (2) Midwest
- (3) Northeast
- (4) Southeast

31 The Harlem Renaissance of the 1920s influenced American society by

- (1) ending racial segregation of public facilities
- (2) increasing awareness of African American contributions to American culture
- (3) encouraging urban renewal projects in major American cities
- (4) establishing government programs to assist African Americans

32 The quota system, established as part of United States immigration policy in the 1920s, was mainly designed to

- (1) limit the number of immigrants from certain nations
- (2) increase the total number of immigrants
- (3) allow an equal number of immigrants from every country
- (4) attract skilled workers and business investors

33 Much of the economic growth of the 1920s was created by

- (1) rapid expansion of canal systems
- (2) increased government aid to farmers
- (3) sales of new consumer goods
- (4) government spending on defense

34 Which statement most accurately describes how World War II affected the home front in the United States?

- (1) Gasoline was rationed, people planted victory gardens, and more women worked in factories.
- (2) American homes were bombed, factories were closed, and food production declined.
- (3) Factory production went down, women lost rights, and Americans lost jobs.
- (4) Unemployment went up, businesses overproduced, and farms failed.

35 Which group later received an apology and money from the federal government as a result of their internment during World War II?

- (1) German Americans
- (2) Japanese Americans
- (3) Mexican Americans
- (4) Italian Americans

36 The Nuremberg trials following World War II were significant because they

- (1) held individuals accountable for their actions during wartime
- (2) pardoned the political leaders of Japan
- (3) forced nations to pay war damages to the victors
- (4) were conducted by citizens of the nations that lost the war

37 The United Nations was created primarily to

- (1) control atomic weapons
- (2) promote conditions that support world peace
- (3) conduct the reconstruction effort after World War II
- (4) bring democratic government to more nations

38 What has been the primary result of the construction of the interstate highway system of the 1950s and 1960s?

- (1) Airplane travel has decreased.
- (2) Gasoline usage has decreased.
- (3) Train travel has increased.
- (4) Suburban areas have increased.

Base your answers to questions 39 and 40 on the passage below and on your knowledge of social studies.

“ . . . And when this happens, when we allow freedom [to] ring, when we let it ring from every village and every hamlet, from every state and every city (*Yes*), we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! (*Yes*) Free at last!

Thank God Almighty, we are free at last!”

39 The words “Free at last!” in this passage are referring to freedom from

- (1) hunger
- (2) censorship
- (3) racism
- (4) taxation

40 Which statement most clearly supports the message of this passage?

- (1) Equality and mutual respect will benefit all Americans.
- (2) African Americans are the leaders for civil rights.
- (3) Freedom of religion is our most important freedom.
- (4) The end of slavery is worthy of celebration.

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**GO ON TO THE NEXT PAGE ➡**

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



**“Just think—once this was nothing but raw wilderness!”**

Source: Bill Mauldin, *Chicago Sun-Times* (adapted)

- 41 Which statement most accurately expresses the point of view of the cartoonist?
- (1) The government has successfully stopped pollution.
  - (2) Industrialization has caused environmental problems.
  - (3) Consumer dependence on foreign oil has decreased.
  - (4) Big business has been good for the American environment.

- 42 One major way the United States economy has changed since the 1960s is that
- (1) jobs have shifted from manufacturing to service industries
  - (2) the number of small farms has increased while manufacturing has declined
  - (3) trade with foreign nations has decreased
  - (4) technology has lost its importance
- 43 The constitutional amendments adopted during the Reconstruction period dealt primarily with the
- (1) method of choosing United States senators
  - (2) expansion of the rights of African Americans
  - (3) prohibition of the sale of alcoholic beverages
  - (4) extension of voting rights to women
- 44 The Monroe Doctrine, the Roosevelt Corollary, and the Good Neighbor policy all shaped United States relations with
- (1) Latin America
  - (2) the Middle East
  - (3) Asia
  - (4) Africa
- 45 A similarity between the Korean War and the Vietnam War is that each was
- (1) a reaction to attacks on American territory
  - (2) an effort during the Cold War to contain the spread of communism
  - (3) continually supported by the American public
  - (4) fought by individual nations under United Nations command

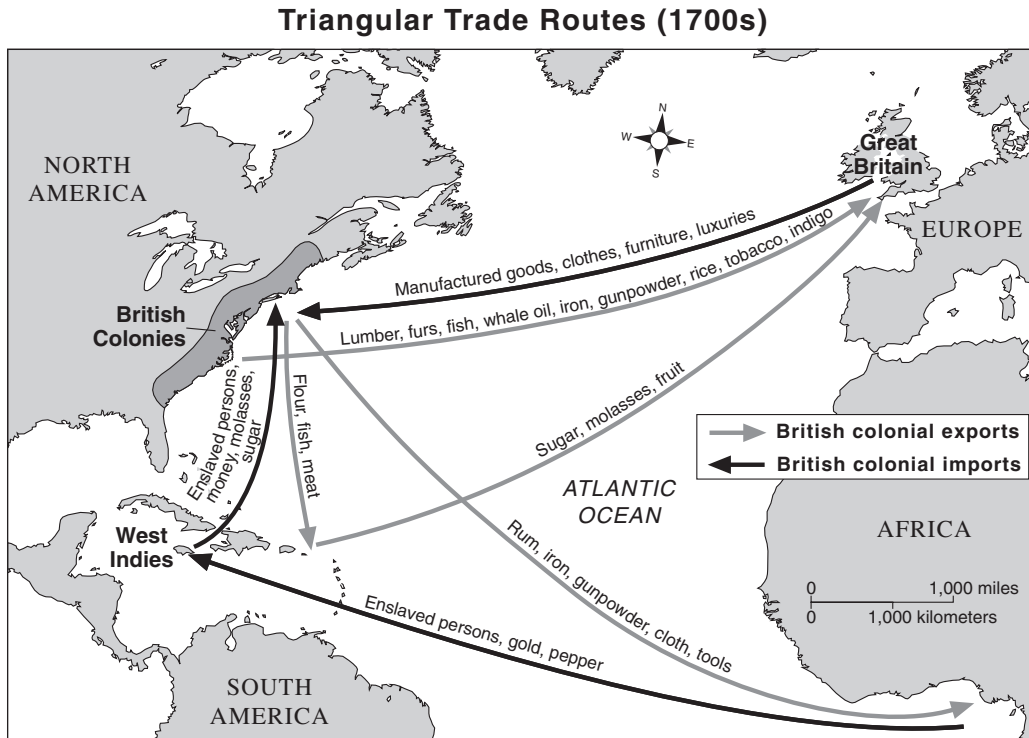
**FOR TEACHER USE ONLY**

**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 map below and on your knowledge of social studies.



1 Identify **one** export from the British colonies to Great Britain during the 1700s. [1]

Score

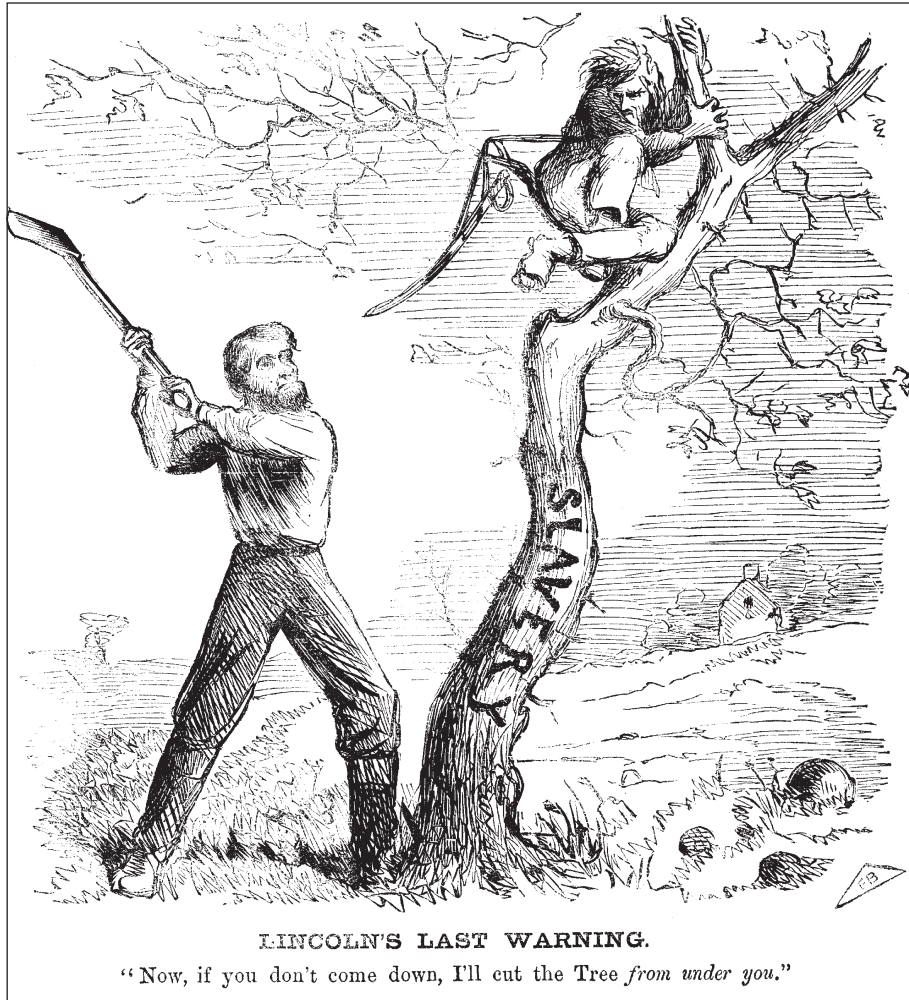
2 What is **one** characteristic of British mercantilism? [1]

Score

3 Which war resulted from objections in the original thirteen colonies to British mercantilism? [1]

Score

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



Source: Frank Bellew, *Harper's Weekly*, October 11, 1862

4 What does the tree represent in the cartoon? [1]

Score

5 Which **two** sections of the United States are represented by Abraham Lincoln and Jefferson Davis in the cartoon? [1]

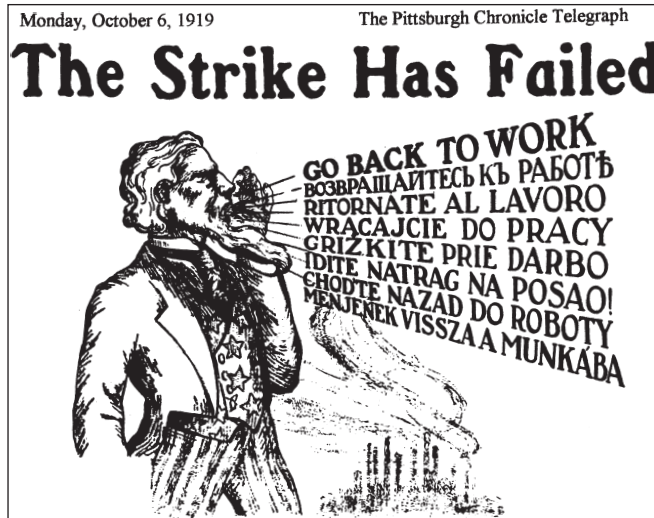
Score

6 Which major conflict in United States history was occurring when this cartoon was drawn? [1]

Score

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

This newspaper advertisement, paid for by the steel trust, appeared in the *Pittsburgh Chronicle Telegraph* during the steel strike in Pittsburgh in 1919.



7 What is the main idea of this newspaper advertisement? [1]

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Score

8 Why is this message stated in several different languages? [1]

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Score

9 State **two** reasons workers in the late 1800s and early 1900s went on strike. [2]

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

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Score

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

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Score

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

**Negro [African American] Bus Boycott Still On**  
MONTGOMERY, Ala., Dec. 19 (AP) — A citizens committee of eight white residents and eight Negroes failed again today to find a basis for ending a fifteen-day-old Negro boycott of city buses. The boycott started after a Negro woman was fined \$14 for refusing to move to the Negro section of a bus.

Source: "Negro Bus Boycott Still On," *New York Times*, December 20, 1955

10 In which city did this bus boycott occur? [1]

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Score

11 Who is the African American woman referred to in the last sentence of this document? [1]

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Score

12 What was the purpose of the bus boycott? [1]

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Score

**FOR TEACHER USE ONLY**  
Part II Score \_\_\_\_\_









