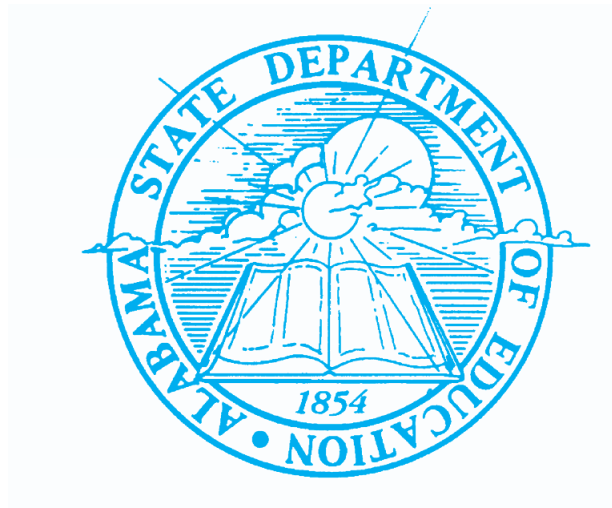


SOCIAL STUDIES

ITEM SPECIFICATIONS

FOR THE

ALABAMA HIGH SCHOOL GRADUATION EXAM



Ed Richardson
State Superintendent of Education
Alabama State Department of Education
Montgomery, Alabama

Bulletin 2000, No. 49

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INTRODUCTION

This bulletin provides specific information about the *Alabama High School Graduation Exam*, Third Edition (AHSGE). Educators representing each state school board district as well as both city and county school systems served on the committees that determined the standards and objectives; determined the eligible content for the test; and reviewed, revised, and approved the actual items.

The standards and objectives for the AHSGE are also found in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No.16, and *Standards and Objectives (Social Studies) for Alabama High School Graduation Exam*, Bulletin 1998, No.13. The standards and objectives for social studies are specifically referenced in this document.

Teachers must be familiar with this document if they teach content that relates to the objectives measured on the graduation exam. Further, teachers must use this document in focusing instruction for students who have demonstrated weaknesses on objectives measured on the pre-graduation examination and the AHSGE.

An item specification has a distinct purpose and provides essential information concerning the testing of an objective. Item specifications for social studies will follow this order:

STANDARD	Broad area of content to be assessed
OBJECTIVE	Specific skill within a standard to be assessed
ELIGIBLE CONTENT	Clarification and elaboration of an objective
SAMPLE ITEMS	Item formats to test each objective

The sample items in this bulletin will **not** be found on the pre-graduation examination or the AHSGE. The number of sample items in this bulletin does not necessarily reflect the weight of the content on the test. In order to identify the weight of the content, the following chart shows the number of items for each social studies objective.

OBJECTIVES		NUMBER OF ITEMS
I-1	Identify and evaluate America's exploration, development, and divergence	10
II-1	Recognize and comprehend the impact of the influences of intellectual and religious thought on the political systems	6
II-2	Identify and comprehend the provisions of essential documents of the government	14
III-1	Identify and evaluate the impact of the American Revolution	6
III-2	Identify and evaluate the Era of Expansion	6
III-3	Identify and evaluate the impact of American social and political reform and the emergence of a distinct culture	6
IV-1	Identify and evaluate events, causes, and effects of the Civil War Era	8
V-1	Identify and evaluate the events that led to the settlement of the West	6
V-2	Evaluate the concepts, developments, and consequences of industrialization and urbanization	8
VI-1	Evaluate the causes of World War I	9
VI-2	Analyze the effects of World War I	9
VII-1	Analyze the advent and impact of the Great Depression and the New Deal on American life	8
VII-2	Analyze America's involvement in World War II	4
TOTAL		100

ITEMS

BY

STANDARD AND OBJECTIVE

STANDARD I: The student will understand the global influence of the pre-colonial and colonial eras of the Western Hemisphere.

OBJECTIVE

1. Identify and evaluate America's exploration, development, and divergence.

Note: Emphasis on the United States.

- Economic
- Political
- Social
- Cultural
- Geographic

ELIGIBLE CONTENT

- Identify the effects of the Crusades, the Renaissance, and the Reformation.
 - Motivation
 - Subsequent action
- Trace the development and impact of the Columbian Exchange.
 - Destabilization of Native American societies
- Trace, compare, and explain the significance of early European conquests, colonization, and business ventures.
 - Conquistadors
 - St. Augustine
 - Jamestown
 - Virginia House of Burgesses
- Identify the critical economic and political events leading to the Colonial separation from England.
 - Taxation
 - French and Indian War
 - Lack of free trade
 - Boston Massacre
 - Boston Tea Party
 - Lexington and Concord

SAMPLE ITEMS

1 Study the list below.

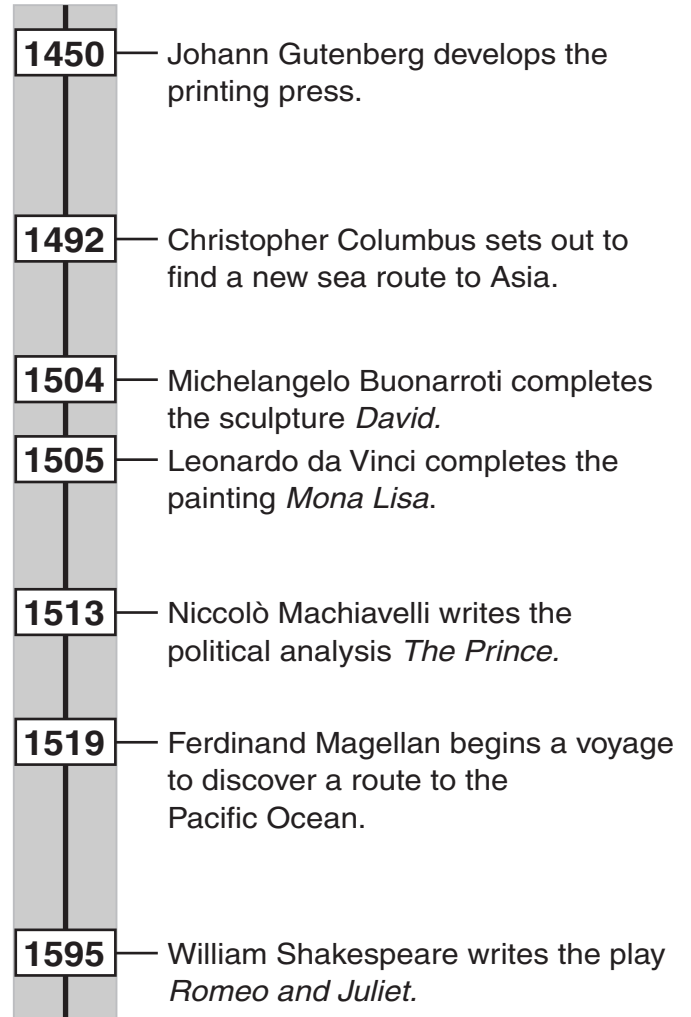
- accumulating lands
- selling church jobs
- selling indulgences

This list shows church practices in the 1500s that directly led to the

- * **A** Reformation.
- B** Great Awakening.
- C** Industrial Revolution.
- D** Scientific Revolution.

2 Use the time line below and your own knowledge to answer Number 2.

Some Events During the Renaissance



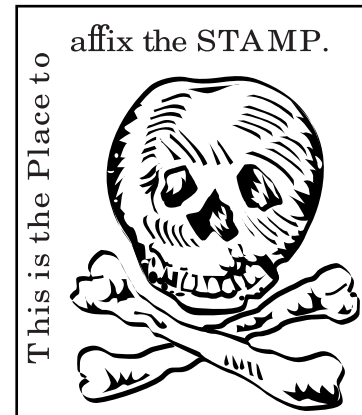
The events listed on the time line contributed to

- A** decreased interest in the arts.
- B** decreased concern for education.
- * **C** increased interest in learning about the world.
- D** increased desire for unlimited government power.

- 3** Which was a MAIN result of the Columbian Exchange?
- A Many Native Americans immigrated to Europe.
 - B Religions begun in North America spread to countries in Asia and Europe.
 - * C Foods native to North America were introduced to other parts of the world.
 - D Native American groups gained new wealth as a result of trade with Europe.

- 4** The first fort in America built by the Spanish was located in
- A El Paso, Texas.
 - * B St. Augustine, Florida.
 - C Natchez, Mississippi.
 - D New Orleans, Louisiana.

- 5** The cartoon below was created during the late 1760s. Use the cartoon and your own knowledge to answer Number 5.



The cartoon was designed as a protest against

- A passage of the Constitution.
- * B taxes imposed by Great Britain.
- C attacks on colonists by British soldiers.
- D fighting between colonists and Native Americans.

6 What European country fought against France in the French and Indian War?

- A Italy
- B Spain
- C Germany
- * D Great Britain

7 As a leader in America's fight for independence from Great Britain, I helped organize many protests, including the Boston Tea Party. I wrote many speeches supporting colonial rights and later signed the Declaration of Independence. Who am I?

- * A Samuel Adams
- B Thomas Jefferson
- C Benjamin Franklin
- D George Washington

8 Study the passage below.

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five...

Henry Wadsworth Longfellow
From "Paul Revere's Ride"

Which is MOST associated with the ride described in the passage?

- A American troops losing at Valley Forge
- * B British troops heading to Lexington and Concord
- C Confederate troops preparing to fire on Fort Sumter
- D Union troops advancing toward Atlanta and Charleston

STANDARD II: The student will understand the formation and development of the United States.

OBJECTIVE

1. Recognize and comprehend the impact of the influences of intellectual and religious thought on the political systems of the United States.

ELIGIBLE CONTENT

- Identify and describe the impact and the influence of the intellectual and religious thought on the political systems of the United States.
 - Magna Carta
 - Political concepts of Locke, Rousseau, and Montesquieu
 - Great Awakening
 - Bill of Rights
- Identify and describe models and concepts for central government.
 - First and Second Continental Congresses
 - Political parties
 - Declaration of Independence
 - Articles of Confederation: strengths and weaknesses
 - Constitutional Convention
 - State vs. national power
 - Major crises and compromises
 - Debate over ratification
 - Federalist Papers
 - First American Political Systems
 - Economic differences
 - Jefferson vs. Hamilton
 - Examples: national debt, state debt, banking system
 - Washington's Farewell Address
 - Impact of John Marshall on the Supreme Court
 - Judicial Review - *Marbury v. Madison*

SAMPLE ITEMS

1 Which describes the original purpose of the Magna Carta?

- * **A** to limit the power of the king
- B** to bring religious wars to an end
- C** to create a plan for governing colonies
- D** to finalize trade agreements between nations

2 Montesquieu’s theory that government should be divided into three branches is called

- A** natural law.
- B** due process.
- C** popular sovereignty.
- * **D** separation of powers.

3 Study the passage below.

When . . . Men have, by the consent [permission] of every individual, made a Community, they have thereby made that Community . . . with a Power to Act as one Body, which is only by the will and determination of the majority. . . .

John Locke, 1690
from the “Second
Treatise of
Government”

The feature of the United States government MOST influenced by the idea discussed above is the right of

- A** courts to review laws.
- B** state governments and the federal government to share power.
- * **C** people to give a government its authority.
- D** individuals to be considered innocent until proven guilty.

4 Which describes the Second Continental Congress?

- A a union of British governors in the colonies
- * B a group of colonists acting as a national government
- C a meeting of colonists opposed to colonial independence
- D an organization of British merchants selling goods to the colonies

5 Use the chart below and your own knowledge to answer Number 5.

**Some Features of the Articles of Confederation and
the Constitution of the United States**

Articles of Confederation	Constitution of the United States
Congress consists of one house.	Congress consists of two houses: the Senate and the House of Representatives.
The central government has no executive branch.	The executive branch, headed by a President, carries out laws.
The central government has no judicial branch.	The judicial branch, headed by the United States Supreme Court, reviews the constitutionality of laws.
Amendments must be approved by all states.	Amendments may be adopted with the approval of three-fourth's of state legislatures or three-fourth's of state conventions held regarding the amendment.
State governments have the right to tax.	Congress has the right to tax.

The Constitution of the United States is different from the Articles of Confederation because it

- A allows a citizen to be taxed.
- B includes a legislative branch.
- C provides an amendment process.
- * D creates a stronger national government.

6 Study the list below.

- inclusion of slaves in population counts
- balance of representation for large and small states in Congress
- strength of the national government

The issues shown in the box caused debate over the writing of the

- A Bill of Rights.
- B Emancipation Proclamation.
- C Declaration of Independence.
- * D Constitution of the United States.

7 The passage below is from a series of articles written to encourage support for the Constitution of the United States. Use the passage and your own knowledge to answer Number 7.

The Federalist, No. 51

In order to lay a due foundation for that separate and distinct exercise of the different powers of government, . . . it is evident that each department should have a will of its own. . . .

But the great security against a gradual concentration of the several powers in the same department consists in giving to those who administer each department the necessary constitutional means and personal motives to resist encroachments [infringements] of the others. . . . In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself. . . .

We see it particularly displayed in all the . . . distributions of power, where the constant aim is to divide and arrange the several offices in such a manner as that each may be a check on the other. . . .

The author of the passage is encouraging support for the Constitution of the United States because it would

- A protect individual rights.
- B allow amendments to be made.
- C provide political parties with a clearly defined role.
- * D allow branches of the government to have some control over each other.

8 Which issue was at the center of the political differences of Thomas Jefferson and Alexander Hamilton?

- A slavery
- * B federal power
- C individual rights
- D colonial independence

STANDARD II: The student will understand the formation and development of the United States.

OBJECTIVE

2. Identify and comprehend the provisions of essential documents of the United States government.
 - Declaration of Independence
 - Constitution
 - Bill of Rights
 - 13th, 14th, 15th, and 19th Amendments

ELIGIBLE CONTENT

- Identify, explain, describe, and/or compare the provisions of essential documents of the United States Government.
 - Declaration of Independence
 - Philosophical background
 - Concept of equality
 - Social Contract Theory
 - Basics of the Constitution
 - Preamble
 - Separation of Powers
 - Federal System
 - Elastic Clause
 - Bill of Rights
 - 13th, 14th, 15th, and 19th Amendments
 - Violations
 - Examples: Black Codes, Jim Crow Laws
- Relate Separation of Powers, Federal System, and the Bill of Rights to colonial experiences.

SAMPLE ITEMS

1 Study the information below.

Social contract theory:
government receives its authority from the people, and is given powers to maintain order and protect its citizens

Supporters of this theory would most likely agree with

- A giving unlimited powers to a government.
- * B allowing citizens to change their government.
- C requiring all citizens to work for the government.
- D restricting public knowledge of government processes.

2

Use the chart below and your own knowledge to answer Number 2.

**Some Provisions of the
Constitution of the United States**

Article	Provision
I	All legislative powers herein granted shall be vested in a Congress. . . . The Congress shall have power . . . to declare war . . . [and] to make all laws which shall be necessary and proper. . . .
II	The executive power shall be vested in a President of the United States. . . . The President shall . . . have power, by and with the advice and consent of the Senate, to make treaties . . . appoint ambassadors . . . and judges of the Supreme Court. . . .
III	The judicial power of the United States, shall be vested in one supreme Court. . . . The judicial power shall extend to all cases . . . arising under this Constitution, the laws of the United States, and treaties made. . . .

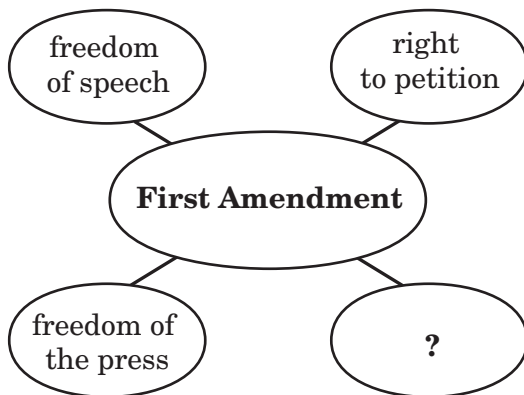
The information on the chart is MOST related to the concept of

- A federalism.
- B majority rule.
- C individual rights.
- * D separation of powers.

3 A main purpose of the “elastic clause” in the Constitution of the United States is to

- * **A** give Congress additional powers.
- B** strengthen the powers of the states.
- C** provide basic rights for individuals.
- D** encourage greater voter participation.

4 Study the diagram below.



Which completes this diagram?

- A** the right to trial by jury
- B** the right to confront witnesses
- * **C** the right to assemble peaceably
- D** the right to be secure against unreasonable searches

5 What was the purpose of the Thirteenth Amendment?

- * **A** to end slavery
- B** to increase voting rights
- C** to authorize a federal income tax
- D** to establish term limits for elected officials

6 Study the list below.

- | |
|---|
| <ul style="list-style-type: none">• Black Codes• Jim Crow Laws |
|---|

What was the MAIN purpose of these laws?

- A** to provide unemployment assistance
- B** to encourage political participation of newly freed slaves
- * **C** to limit the rights of African Americans
- D** to help the economy of the South after the Civil War

7 Study the passage below.

For depriving us in many cases, of the benefits of trial by jury: . . .
For taking away our charters, abolishing our most valuable laws, and
altering fundamentally the forms of our government . . . For suspending
our own Legislature, and declaring themselves invested with power to
legislate for us in all cases whatsoever . . .

Declaration of Independence

The passage lists some actions by Great Britain that led founders of the United States government to

- A** give government unlimited powers.
- B** limit citizen involvement in government.
- C** allow all branches of government to make laws.
- * **D** provide government protection of individual rights.

STANDARD III: The student will understand the eras of revolution, expansion, and reform prior to the United States Civil War.

OBJECTIVE

1. Identify and evaluate the impact of the American Revolution.

ELIGIBLE CONTENT

- Trace and describe the causes, course, and consequences of the Revolutionary War.
 - Causes
 - Lack of free trade
 - Boston Tea Party
 - Issues of Second Continental Congress
 - Boston Massacre
 - Patrick Henry's speech
 - Course
 - Leaders
 - Examples: George Washington, Samuel Adams, Paul Revere
 - Military campaigns
 - Examples: Saratoga, Yorktown, Valley Forge
 - Consequences
 - Treaty of Paris
 - Recognition of independence
 - Territorial acquisition
 - Unfinished business
 - War of 1812: impressment and embargo

SAMPLE ITEMS

- 1** Which of these actions by Great Britain was a cause of the American colonists' declaring independence?
- * **A** taxing the colonies without their consent
 - B** establishing new colonies in other parts of North America
 - C** encouraging colonists to trade with other nations
 - D** prohibiting colonists from interacting with Native American groups

- 2** Where did the first major battle in the war for American independence take place?
- A** Trenton
 - B** Saratoga
 - C** Yorktown
 - * **D** Bunker Hill

3 Study the passage below.

Article I - His Britannic Majesty acknowledges the said United States, viz. New Hampshire, Massachusetts Bay, Rhode Island, and Providence Plantations, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia, to be free, sovereign and independent States; that he treats with them as such, and for himself, his heirs and successors, relinquishes all claims. . . .

Which document is shown in the passage?

- A the Magna Carta
- B the Compromise of 1820
- * C the Treaty of Paris of 1783
- D the Declaration of Independence

4 Study the list below.

- impressment of United States sailors
- interference with United States trade
- support for rebellious acts by Native Americans

These actions led to a war between the United States and

- A Spain.
- B France.
- C Mexico.
- * D Great Britain.

STANDARD III: The student will understand the eras of revolution, expansion, and reform prior to the United States Civil War.

OBJECTIVE

2. Identify and evaluate the Era of Expansion.
Note: Use map on territorial expansion.

ELIGIBLE CONTENT

- Trace and compare the expansion of the United States from 1783–1853.
 - Territorial expansion
 - Treaty of Paris - 1783
 - Land Ordinance - 1785
 - Northwest Ordinance - 1787
 - Louisiana Purchase
 - Background
 - Lewis and Clark expedition
 - Economic nationalism during the “Era of Good Feeling”
 - Economic Issues
 - Examples: internal improvements, Henry Clay’s American System
 - Alabama Statehood
 - Missouri Compromise
 - Monroe Doctrine
 - Westward expansion
 - Indian Removal Act
 - Example: Trail of Tears (Note: Alabama may be included)
 - Pre-Civil War expansion west of the Mississippi
 - Examples: Santa Fe, Oregon, Mormon, and California trails; Gold Rush
 - Growing sectional divisions
 - Texas Independence
 - Mexican War
 - Example: Manifest Destiny

SAMPLE ITEMS

- 1** A purpose of the Land Ordinance of 1785 was to
- A** assist people settling in lands owned by Mexico.
 - * **B** avoid disputes about how lands in the West were divided and sold.
 - C** return land to Native American groups.
 - D** encourage farmers to grow certain types of crops.

- 2** Study the list below.

- | |
|--|
| <ul style="list-style-type: none">• William Clark• Meriwether Lewis• Sacajawea |
|--|

These people were MOST associated with the exploration of the

- A** Indiana Territory.
- B** Northwest Territory.
- * **C** Louisiana Territory.
- D** Mississippi Territory.

- 3** The Missouri Compromise of 1820
- A** ended the slave trade in the United States.
 - * **B** maintained a balance between slave and free states.
 - C** granted political rights to slaves escaping to free states.
 - D** allowed the expansion of slavery in all United States territories.

- 4** Which was a MAIN purpose of the Monroe Doctrine?
- A** to restrict international trade
 - B** to limit immigration to the United States
 - C** to improve political relations with other countries
 - * **D** to prevent further European influence in the Western Hemisphere

5

Use the passage below and your own knowledge to answer Number 5.

Removal of Southern Indians to Indian Territory, 1835

The plan of removing the aboriginal people who yet remain within the settled portions of the United States . . . approaches its consummation. . . . an extensive region . . . has been assigned for their permanent residence. It has been divided into districts and allotted among them. Many have already removed and others are preparing to go. . . .

The pledge of the United States has been given by Congress that the [region] destined for the residence of this people shall be forever “secured and guaranteed to them.” A [region]. . . has been assigned to them, into which the white settlements are not to be pushed. . . . A barrier has thus been raised for their protection against the encroachment of our citizens. . . .

The action described in the passage was a direct result of the

- A growth of social reform movements.
- * B westward expansion of the United States.
- C movement of people from rural to urban areas.
- D acquisition of territories overseas by the United States.

6 A gold rush in the late 1840s caused thousands of people to move to present-day

- A Texas.
- B Washington.
- * C California.
- D Louisiana.

7 Use the map below and your own knowledge to answer Number 7.



Which statement about the Mexican War is supported by the information shown on the map?

- A It was primarily fought at sea.
- B It concerned disputed territory on the east coast.
- C It involved Mexico, the United States, and Canada.
- * D It allowed the United States to expand its boundaries.

STANDARD III: The student will understand the eras of revolution, expansion, and reform prior to the United States Civil War.

OBJECTIVE

3. Identify and evaluate the impact of American social and political reform and the emergence of a distinct American culture.

ELIGIBLE CONTENT

- Identify, describe, and/or compare the impact of social, political, and economic reforms before the Civil War.
 - Social reforms before the Civil War
 - Women and women's rights
 - Examples: Elizabeth Cady Stanton, Sojourner Truth, Susan B. Anthony, Seneca Falls Convention
 - Abolitionists
 - Examples: William Lloyd Garrison, Harriet Beecher Stowe, Frederick Douglass, Harriet Tubman and the Underground Railroad
 - Other reform movements
 - Examples: Dorothea Dix, temperance, Utopian Communities
 - Political and economic reform
 - War of 1812
 - Course of the War
 - Examples: Horseshoe Bend, Ft. McHenry, New Orleans
 - Consequences of the War
 - Growth of Nationalism
 - Example: tariff protection
 - Marshall's Supreme Court
 - Examples: *Madison v. Marbury* and *Gibbons v. Ogden*
 - Jacksonian Democracy:
 - Common Man Ideal
 - Extension of voting rights
 - Creation of the Spoils System
 - Nullification Crisis
 - Emergence of a distinct American culture
 - Authors and poets
 - Examples: Webster, Emerson, Thoreau, Whitman, Poe, Hawthorne, Irving, Cooper, and Dickinson

SAMPLE ITEMS

1 I was born into slavery and became known for speaking out against slavery and in support of women's rights. Who am I?

- A Ida Tarbell
- * B Sojourner Truth
- C Susan B. Anthony
- D Harriet Beecher Stowe

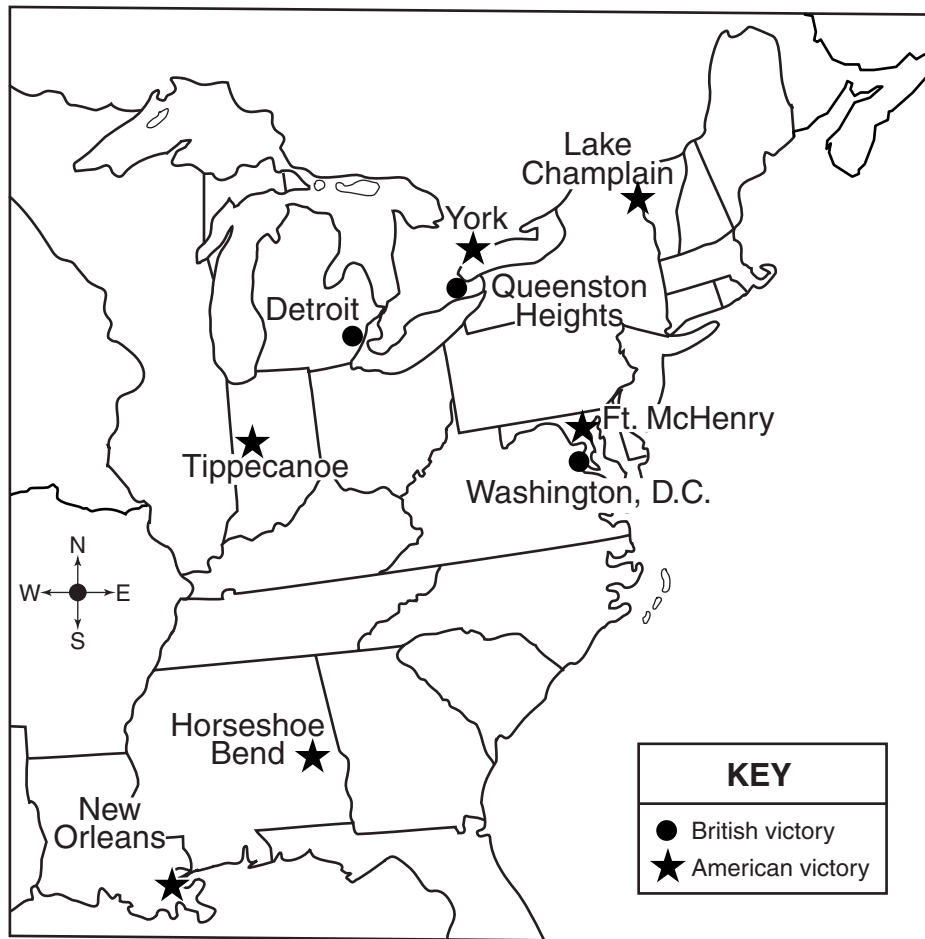
2 Frederick Douglass and William Lloyd Garrison are known for their work to end

- * A slavery.
- B child labor.
- C industrialization.
- D westward expansion.

3

Use the map below and your own knowledge to answer Number 3.

Some Battles of the War of 1812



According to the map, which battles were won by American troops?

- A Detroit and Lake Champlain
- B Tippecanoe and Washington, D.C.
- * C Horseshoe Bend and New Orleans
- D Queenston Heights and Ft. McHenry

4

Use the passage below and your own knowledge to answer Number 4.

Marbury v. Madison, 1803

The powers of the legislature are defined and limited; and that those limits may not be mistaken or forgotten, the constitution is written. . . .

It is emphatically the province and duty of the judicial department to say what the law is. . . . If two laws conflict with each other, . . . the court must determine which . . . governs the case. This is of the very essence of judicial duty.

If, then, the courts are to regard the constitution, and the constitution is superior to any ordinary act of the legislature, the constitution, and not such ordinary act, must govern the case to which they both apply.

Thus, . . . the constitution of the United States confirms and strengthens the principle, supposed to be essential to all written constitutions, that a law repugnant [offensive] to the constitution is void [invalid]. . . .

Chief Justice John Marshall

The ruling shown above gives the Supreme Court authority to

- A review bills before they become laws.
- B approve members elected to Congress.
- * C determine whether a law is constitutional.
- D disregard parts of the Constitution of the United States.

5

Study the list below.

- Spoils System
- Nullification Crisis
- Growth of Democracy
- Indian Removal Act

Which president is MOST associated with these terms?

- A John Tyler
- B James K. Polk
- * C Andrew Jackson
- D Franklin D. Roosevelt

STANDARD IV: The student will understand concepts related to the United States Civil War Era.

OBJECTIVE

1. Identify and evaluate events, causes, and effects of the Civil War Era.

ELIGIBLE CONTENT

- Recognize and analyze the factors leading to sectional division.
 - Compromise of 1850
 - Fugitive Slave Act
 - Kansas-Nebraska Act
 - Formation of Republican Party
 - Dred Scott Decision
 - John Brown Raid
- Identify and relate the election of Lincoln to the division of the nation.
 - Background
 - Issues debated
 - Democratic Party split
 - Secession and the federal response
 - Examples: formation of Confederacy (Note: include Montgomery, Alabama), Ft. Sumter, Northern goals, Southern goals
 - Northern Alabama's perspective on secession (Note: include Winston County, Alabama, and western counties of Virginia)
 - Pockets of resistance to secession
- Identify and analyze the non-military events of the Civil War.
 - Political
 - Example: creation of black military units
 - Economic
 - Examples: Homestead Act, Morrill-Land Grant Act
 - Cultural
 - Examples: draft opposition, Emancipation Proclamation
 - Legal
 - Example: suspension of the Writ of Habeas Corpus

- Examine the military defeat of the Confederacy.
 - Geographic
 - Examples: Battles of Vicksburg and Gettysburg, Sherman's March
 - Political
 - Gettysburg Address
 - Economic
 - Lee's surrender
 - Cost of war

- Identify and compare the successes and failures of the Reconstruction Era and the emergence of the New South.
 - Plans for Reconstruction
 - Lincoln's Plan
 - Congressional Plan
 - Radical Reconstruction
 - Examples: Southern Military Districts, Black Codes, carpetbaggers, scalawags, organized resistance groups
 - Presidency of U.S. Grant
 - End of Reconstruction
 - Examples: election of 1876, Compromise of 1877
 - The New South
 - Politics
 - Industrialization
 - Race relations
 - Example: Jim Crow Laws
 - Black cultural structures
 - Examples: schools, churches, and family

SAMPLE ITEMS

1 Study the list below.

- Compromise of 1850
- Missouri Compromise
- Kansas-Nebraska Act

The acts listed above are related to the

- * **A** expansion of slavery in the West.
- B** building of a transcontinental railroad.
- C** legality of secession of states from the Union.
- D** protection of land owned by Native American groups.

2 Study the passage below.

Dred Scott v. Sandford, 1857

The right of property in a slave is . . . affirmed in the Constitution. The right to traffic in it . . . was guaranteed to the citizens of the United States, in every State that might desire it. . . . And no word can be found in the Constitution which gives Congress a greater power over slave property, or which entitles property of that kind to less protection. . . .

Upon these considerations, it is the opinion of the court that the Act of Congress which prohibited a citizen from holding and owning property of this kind in the [territories] of the United States . . . is not warranted by the Constitution and is therefore void [illegal]. . . .

In the ruling shown above, the Supreme Court

- * **A** declared an act of Congress illegal.
- B** made slavery illegal in all parts of the country.
- C** rewrote a section of the Constitution of the United States.
- D** allowed slaves who escaped to free territories to remain free.

3 The Civil War began when

- * **A** Confederate troops attacked Fort Sumter.
- B** Union forces established a blockade of Southern ports.
- C** President Lincoln issued the Emancipation Proclamation.
- D** Southern states formed the Confederate States of America.

4 What did the Homestead Act of 1862 offer settlers?

- * **A** land
- B** equipment
- C** bank loans
- D** job training

5 Study the passage below.

I will never consent to abandon to the enemy one foot of the soil of any one of the States of the Confederacy. . . .

Who made this statement?

- A** John Brown
- * **B** Jefferson Davis
- C** Abraham Lincoln
- D** Frederick Douglass

6

Use the graph below and your own knowledge to answer Number 6.



According to the graph, the number of Confederate and Union soldiers differed the LEAST at

- A Antietam.
- B Bull Run.
- C Fredricksburg.
- * D Gettysburg.

7 When I surrendered at Appomattox Court House in 1865, the Confederacy was considered defeated. Who am I?

- * **A** Robert E. Lee
- B** Ulysses S. Grant
- C** Stonewall Jackson
- D** William Tecumseh Sherman

8 Use the passage below and your own knowledge to answer Number 8.

Therefore, I, Abraham Lincoln,
President of the United States, do
proclaim, . . . to all persons who have . . .
participated in the existing rebellion . . .
that a full pardon is hereby granted
to them . . . with restoration of all rights
of property, except as to slaves . . . upon
the condition that every such person
shall take and subscribe an oath. . . .

Abraham Lincoln, 1863

The passage shown above is part of a

- A** law regarding the rights of prisoners.
- * **B** plan for reconstruction following the Civil War.
- C** requirement for new territories to join the United States.
- D** procedure for approving trade agreements with other countries.

STANDARD V: The student will understand the concepts and developments of the late 19th to the early 20th centuries.

OBJECTIVE

1. Identify and evaluate the events that led to the settlement of the West.

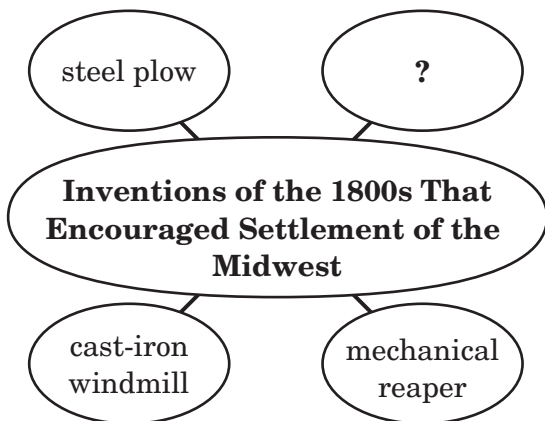
ELIGIBLE CONTENT

- Identify and explain the closing of the frontier and the transition from an agrarian society to an industrial nation during the 1800s.
 - Indian tribes
Examples: new states, U.S. Army and Indian conflicts, buffalo annihilation, and geographic impact
 - Settlement of the Midwest/immigrant movement
Examples: steel plow, windmill, revolver, barbed wire, and railroad
 - Changing role of the American farmers
Examples: early mechanization of agriculture, farmers' grievances, American agrarian rebellion, Populist Movement, and Alabama farmers

SAMPLE ITEMS

- 1** Battles between Native American groups and the United States military in the late 1800s occurred mostly in
- A** Florida.
 - * **B** Montana.
 - C** Virginia.
 - D** Mississippi.

2 Study the diagram below.



Which BEST completes the diagram?

- A cotton gin
- * B barbed wire
- C adding machine
- D electric light bulb

3 New farm inventions, such as harvesters and threshers, contributed to

- A a decrease in the amount of land used for farming.
- B a decrease in the quality of farm goods.
- * C an increase in the production of crops.
- D an increase in the time it took to do farm work.

4 Study the list below.

- electoral reform
- expanded money supply
- regulation of big business

Which political party was formed in the 1890s to promote these goals?

- A Whig
- * B Populist
- C Democratic
- D Republican

STANDARD V: The student will understand the concepts and developments of the late 19th to the early 20th centuries.

OBJECTIVE

2. Evaluate the concepts, developments, and consequences of industrialization and urbanization.

ELIGIBLE CONTENT

- Describe the concepts, developments, and consequences of industrialization and urbanization.
 - Geographic factors that influenced industrialization
Examples: natural resources, mountains, rivers
 - Sources of power for new industries
Examples: oil, electricity
 - Communication Revolution
Examples: transatlantic cable, telephone, radio
 - Early industry/role of labor in Alabama (Note: Alabama maps may be used)
Examples: iron, steel, coal, railroad, lumber, shipping, textiles, convict leasing
 - Monopolies/mergers
Examples: Robber barons, Rockefeller, Carnegie
 - Ideologies of business
Examples: Social Darwinism, Gospel of Wealth, Horatio Alger
 - Urbanization in the late 1800s (Note: photos, political cartoons, and graphs may be used)
 - Geographic (Note: population maps may be used)
Example: from farm to factory
 - Economic
Examples: immigrant labor, child labor, female labor, labor unions, labor strikes, immigration restrictions
- Identify, explain, and relate the accomplishments and limitations of the Progressive Movement.
 - Characteristics
 - Social
 - Role of women
 - Muckrakers
Examples: *The Jungle* by Upton Sinclair, *History of the Standard Oil Company* by Ida Tarbell
 - Public education
Example: Horace Mann

- The Niagara Movement
 - W.E.B. Du Bois
 - National Association for the Advancement of Colored People (NAACP)
- Atlanta Exposition/Compromise
- Tuskegee Institute
 - Booker T. Washington
 - George Washington Carver
- Political
 - Plessy v. Ferguson*
- Alabama's 1901 Constitution
- Progressive Constitutional Amendments and impact
 - 16th, 17th, 18th, & 19th Amendments
- Progressive leadership of Theodore Roosevelt and Woodrow Wilson
 - Examples: antitrust laws such as the Clayton Act and Federal Trade Commission, labor reforms, conservation movements, Federal Reserve System
- Election of 1912

SAMPLE ITEMS

1 Study the list below.

- telephone
- typewriter
- transatlantic cable

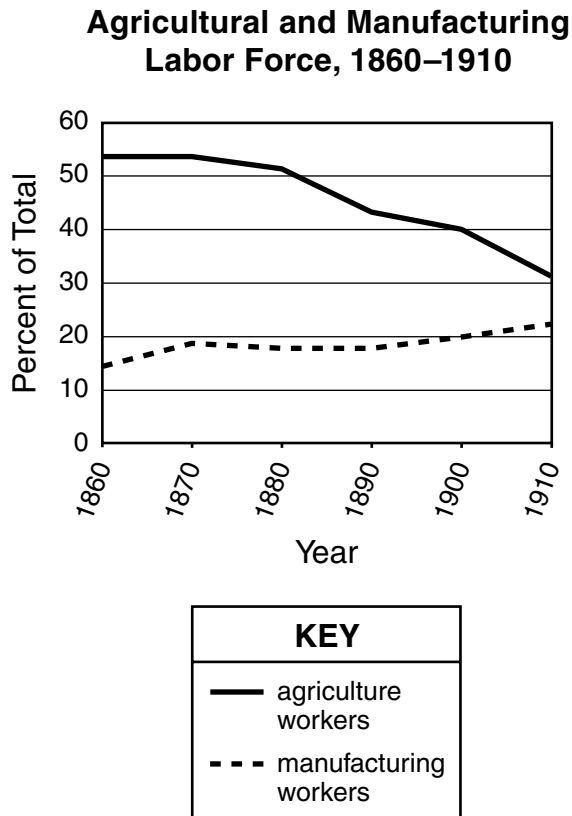
Which was a result of the inventions shown in the list?

- * **A** a growth of new industries
- B** a decrease in the use of electricity
- C** a decline in the number of factories
- D** a movement of people from cities to farms

2 The MAIN reason railroad lines were built in sparsely populated parts of Alabama was to

- A** promote tourism.
- B** encourage settlement.
- * **C** support the coal and iron industries.
- D** provide jobs for unemployed workers.

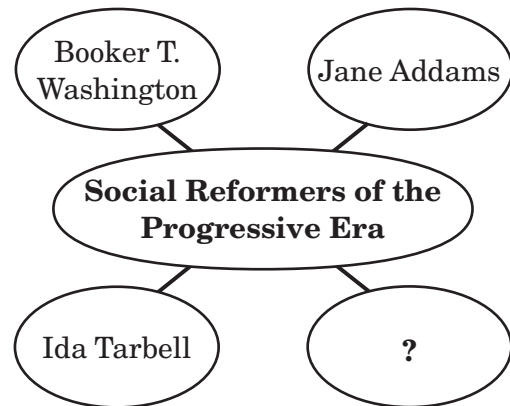
- 3** Use the graph below and your own knowledge to answer Number 3.



Which was the most likely cause of the changes in the labor force figures shown on the graph?

- A a decline in population
- B a decline in the size of cities
- * C an increase in the number of factories
- D an increase in wages for farm workers

- 4** Study the diagram below.

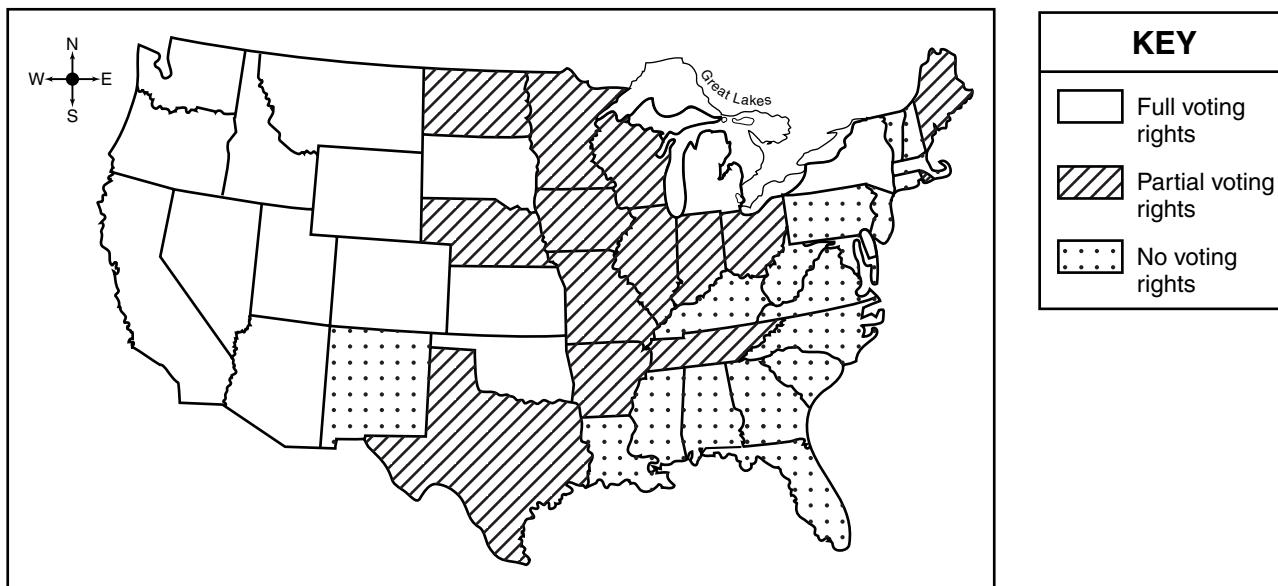


Which name BEST completes this diagram?

- A J.P. Morgan
- * B W.E.B. Du Bois
- C Cornelius Vanderbilt
- D John D. Rockefeller

5 Use the map below and your own knowledge to answer Number 5.

Voting Rights for Women in the United States, 1919



According to the map, in which part of the country did women have the most voting rights?

- A the North
- B the South
- C the East
- * D the West

6 Study the passage below.

There would be meat that had tumbled out on the floor, in the dirt and sawdust, where workers had tramped and spit uncounted billions of [tuberculosis] germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it.

Upton Sinclair, 1906
The Jungle

Publication of this book led most directly to

- A decreased factory regulations.
- B improvements in child labor laws.
- * C increased government protection of consumers.
- D establishment of a minimum wage for industrial workers.

7 As an African American agricultural researcher, I worked to help farmers in the South while directing the agricultural program at Tuskegee Institute in Alabama. Who am I?

- A Eli Whitney
- B Horace Mann
- C Booker T. Washington
- * D George Washington Carver

8 Which amendment requires that members of the United States Senate be elected by the voters in their state?

- A Sixteenth Amendment
- * B Seventeenth Amendment
- C Eighteenth Amendment
- D Nineteenth Amendment

9

Use the chart below and your own knowledge to answer Number 9.

Some Federal Legislation, 1887–1914

Legislation	Year Passed	Provision
Interstate Commerce Act	1887	Regulated the rates railroads could charge.
Sherman Antitrust Act	1890	Banned monopolies that limited competition.
Clayton Antitrust Act	1914	Strengthened the Sherman Antitrust Act by prohibiting some actions that lessened competition.
Federal Trade Commission Act	1914	Created a commission that enforced rules of fair trade and fair business practices.

As a result of the legislation shown on the chart, the United States government

- A reduced the number of consumer protection laws.
- B bought and operated most large businesses.
- * C became more involved in regulating businesses.
- D encouraged limits on the number of businesses in an industry.

STANDARD VI: The student will understand the causes and effects of World War I.

OBJECTIVE

1. Evaluate the causes of World War I.
 - Socioeconomic climate of the United States
 - European economy
 - Nationalism, Imperialism, Militarism

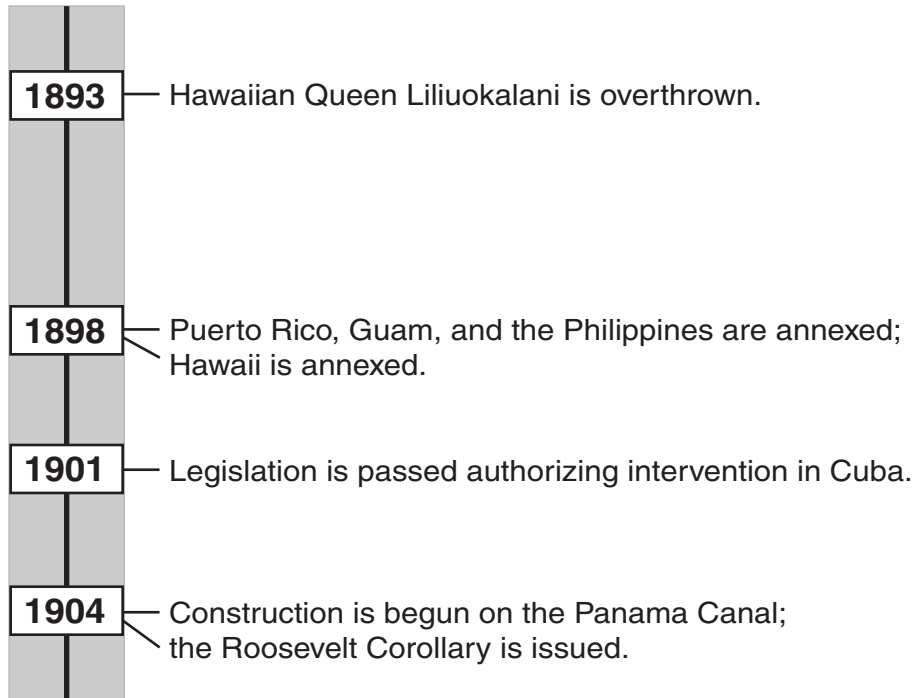
ELIGIBLE CONTENT

- Identify and explain American imperialism and territorial expansion prior to World War I.
 - Search for raw materials
 - Global balance of power
 - Hawaiian Islands
 - Spanish American War
 - Examples: Yellow press, Rough Riders, Cuba and the Philippines
 - Open Door Policy
 - Panama Canal
 - Example: William C. Gorgas
 - Roosevelt's Corollary
- Identify and analyze America's involvement in World War I.
 - Causes of the war: long term and immediate
 - Causes of the United States' entry into the war
 - Mobilization
 - American military role (Note: no specific battles)
 - Homefront
 - Technological innovations
 - Treaty of Versailles
- Trace and explain global transformation: European nationalism and Western imperialism.
 - Economic roots of imperialism
 - Imperialist ideology
 - Nationalism and militarism: Italy, Germany, Austria-Hungary
 - Social Darwinism
 - Racism
 - European colonialism and rivalries in Africa, Asia, and the Middle East
 - United States imperialism
 - Examples: Philippines, Cuba, Central America

SAMPLE ITEMS

- 1 Use the time line below and your own knowledge to answer Number 1.

Some Actions and Policies of the United States, 1893–1904

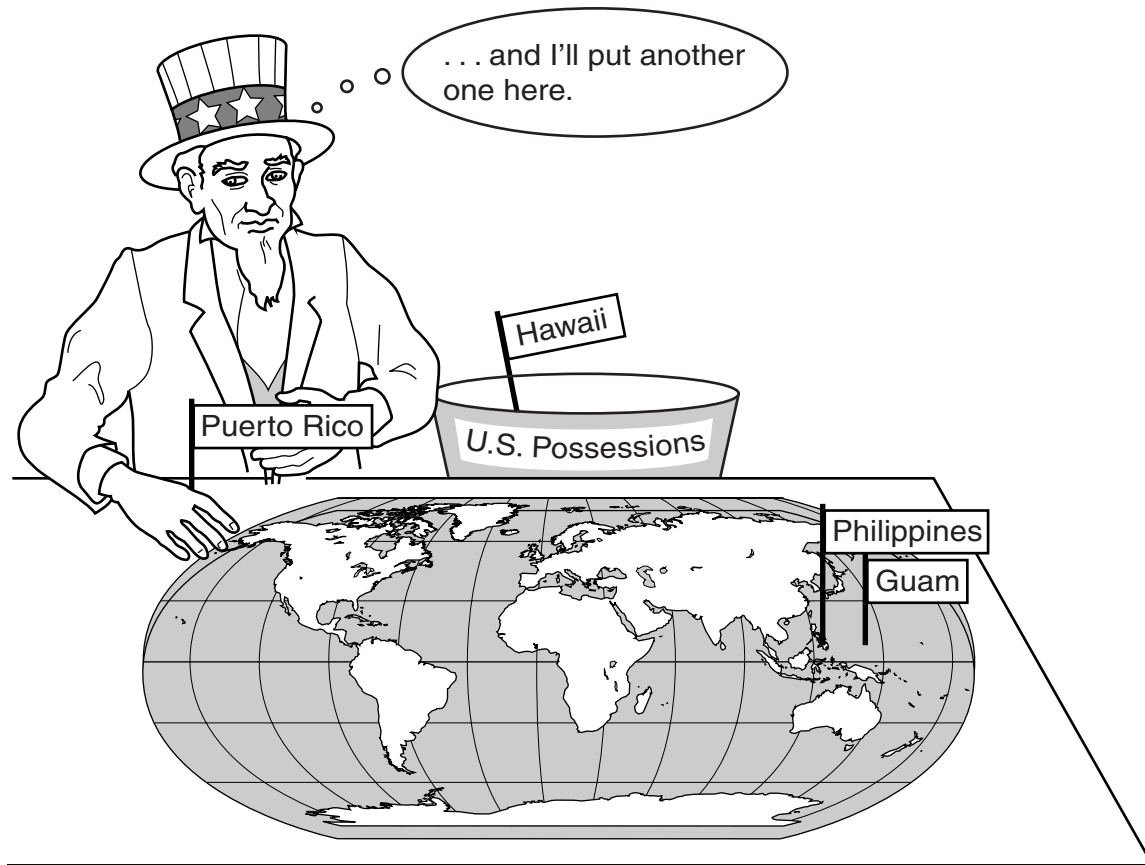


The actions and policies listed on the time line are associated with

- A abolition.
- * B imperialism.
- C isolationism.
- D industrialization.

2

Use the cartoon below and your own knowledge to answer Number 2.



Uncle Sam, late 1800s

The situation shown in the cartoon refers to the

- * A expansionist actions of the United States.
- B attempt by Congress to restrict immigration.
- C involvement of the United States in World War I.
- D opposition of state governments to New Deal programs.

3 Study the passage below.

We have developed a volume of manufactures which, in many departments, overruns the demands of the home market. . . . Our great demand is expansion . . . of trade with countries where we can find profitable exchanges.

James G. Blaine,
Secretary of State,
1890

The situation described in the passage led the United States to

- A become involved in World War II.
- * B find new territories in which to sell goods.
- C limit participation in international organizations.
- D restrict the growth of new industries in the United States.

4 Below is part of President Woodrow Wilson’s message to Congress. Use the message and your own knowledge to answer Number 4.

It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts,—for democracy, for the right of those who submit to authority to have a voice in their own Governments, for the rights and liberties of small nations. . . .

President Woodrow Wilson, 1917

In his speech, President Wilson is referring to the United States’

- A desire to govern smaller nations.
- * B willingness to protect other nations.
- C obligation to recognize the conquests of other nations.
- D need to isolate itself from events occurring in other nations.

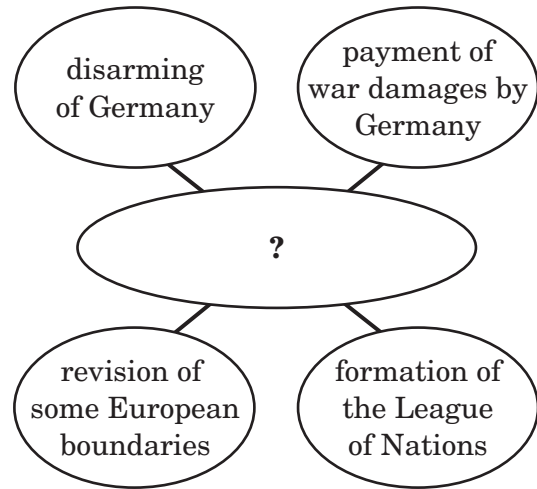
5 Study the list below.

- poison gas
- submarine
- tank

These weapons were **FIRST** widely used in

- * **A** World War I.
- B** World War II.
- C** the Civil War.
- D** the Mexican War.

6 Study the diagram below.



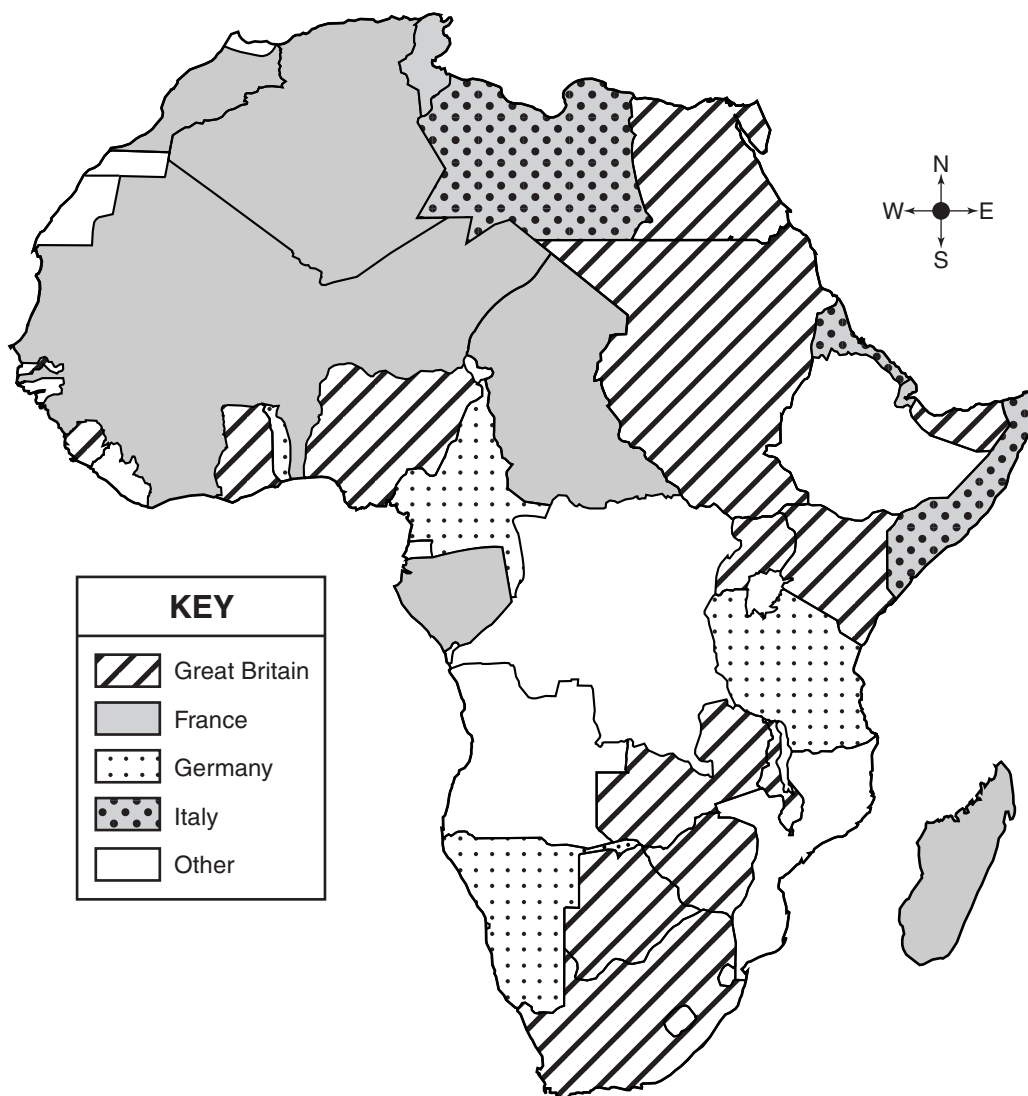
Which **BEST** completes this diagram?

- A** Monroe Doctrine
- B** Roosevelt Corollary
- * **C** Treaty of Versailles
- D** Treaty of Paris of 1783

7

Use the map below and your own knowledge to answer Number 7.

Some Colonial Possessions in Africa, 1914



Which statement is supported by the information shown on the map?

- * A European countries competed for control of Africa.
- B Most of Africa was colonized by Italy and Germany.
- C Most African countries successfully rejected colonization by other countries.
- D European countries were interested in uniting African countries into one nation.

STANDARD VI: The student will understand the causes and effects of World War I.

OBJECTIVE

2. Analyze the effects of World War I.
 - America's rejection of world leadership
 - American culture
 - Racial conflicts

ELIGIBLE CONTENT

- Identify and analyze the course and consequences of World War I.
 - Course
 - Plans
 - Attrition on the Western front
 - Technology
 - Consequences
 - Political
 - Social
 - Economic
 - Post-World War I Era
 - League of Nations
 - Wilson's support and congressional rejection
 - Unfinished business
 - World War II
- Identify and explain the development of post-war American culture.
 - Roaring Twenties
 - Arts and humanities
 - American writers
 - Harlem Renaissance
 - Jazz age
 - Example: W.C. Handy
 - Mass entertainment
 - Technological innovations
 - Examples: aviation, automobiles, home appliances
 - Underside of the 1920s
 - Examples: poverty, unorganized labor force, decline in farm incomes, conditions in Alabama, invalidation of anti-child labor laws, prohibition, racism
 - Women's issues
 - Examples: Margaret Sanger, Zelda Fitzgerald

- Racial and ethnic conflict - 1920s and 1930s
 - Red scare
 - Sacco and Vanzetti case
 - Ku Klux Klan activities
 - Black migration to northern cities
 - Racial violence
 - Examples: riots and lynchings
 - Immigration laws of the 1920s

SAMPLE ITEMS

1 Which country was an ally of the United States during World War I?

- A Spain
- * B France
- C Sweden
- D Turkey

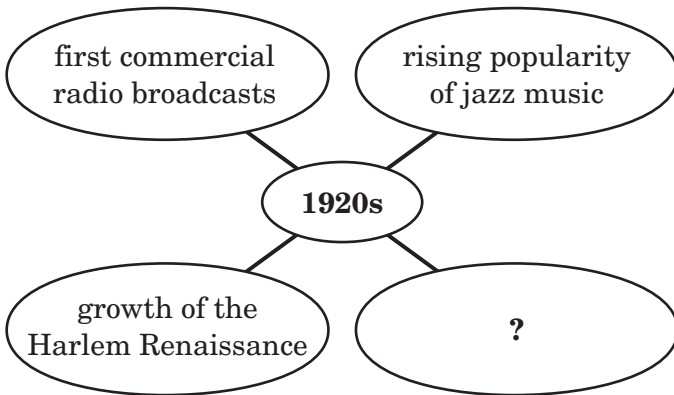
2 Which action was considered a turning point in favor of the Allies during World War I?

- A the sinking of the *Lusitania*
- B the signing of a peace agreement between Russia and Germany
- * C the halt of the German army on its march to Paris
- D the death of the heir to the throne of Austria-Hungary

3 President Woodrow Wilson viewed the League of Nations MAINLY as a means to

- A acquire new territories.
- B promote international trade.
- * C remove the threat of future wars.
- D make other international organizations unnecessary.

4 Study the diagram below.



Which BEST completes this diagram?

- * A widespread use of automobiles
- B availability of computers for home use
- C completion of a coast-to-coast railroad
- D popularity of airplanes for personal travel

5 Study the list below.

- bootleggers
- Eighteenth Amendment
- speakeasies

These terms are most related to

- * A Prohibition.
- B workplace safety.
- C education reform.
- D Manifest Destiny.

6 Study the passage below.

Outside the courtroom the Red hysteria was rampant.
Felix Frankfurter, referring to the Sacco and Vanzetti trial

What was the “Red hysteria” referred to in the passage?

- A opposition to new labor laws
- * B fear of the growth of communism
- C panic about a possible stock market collapse
- D concern over unsafe factory conditions

STANDARD VII: The student will understand the Great Depression and World War II.

OBJECTIVE

1. Analyze the advent and impact of the Great Depression and the New Deal on American life.
 - Political
 - Economic
 - Social

ELIGIBLE CONTENT

- Identify and analyze the causes of the Great Depression.
 - Disparity of income
 - Stock market speculation
 - Collapse of farm economy

- Identify and analyze the course of the Great Depression and its impact on American life.
 - Geographic (Note: maps included)
 - Examples: Dust bowl, Southern Appalachian region, Tennessee Valley, impact on Alabama economy
 - Hoover's administration
 - Political and economic
 - FDR's New Deal program
 - Examples: Federal Deposit Insurance Corporation (FDIC), Social Security, National Labor Relations Board (NLRB), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), Fair Labor Standards Act
 - Cultural
 - Examples: movies, radio, fireside chats, homelessness, malnutrition

SAMPLE ITEMS

1

This cartoon is similar to some created in the 1930s. Use the cartoon and your own knowledge to answer Number 1.



Which is being referred to in the cartoon?

- * **A** a cause of the Great Depression
- B** a consequence of Prohibition laws
- C** a reason for the United States' entrance into World War II
- D** a problem created by the formation of the League of Nations

- 2 Study the headline below.



The situation referred to in the headline was mainly caused by

- A harmful mining techniques.
- B new crop diseases and pests.
- C diversion of rivers to other regions.
- * D drought and damaging farming practices.

- 3 Study the passage below.

Victory over this depression . . . will be won by the resolution of our people to fight their own battles in their own communities . . . by taking new courage to be masters of their own destiny in the struggle for life.

Herbert Hoover

Based on this passage, President Hoover most likely believed that some problems brought about by the Great Depression could BEST be solved by

- * A relying on individuals to resolve their problems.
- B passing national minimum wage laws.
- C requiring businesses to hire additional workers.
- D creating federal relief programs for the unemployed.

- 4 Study the list below.

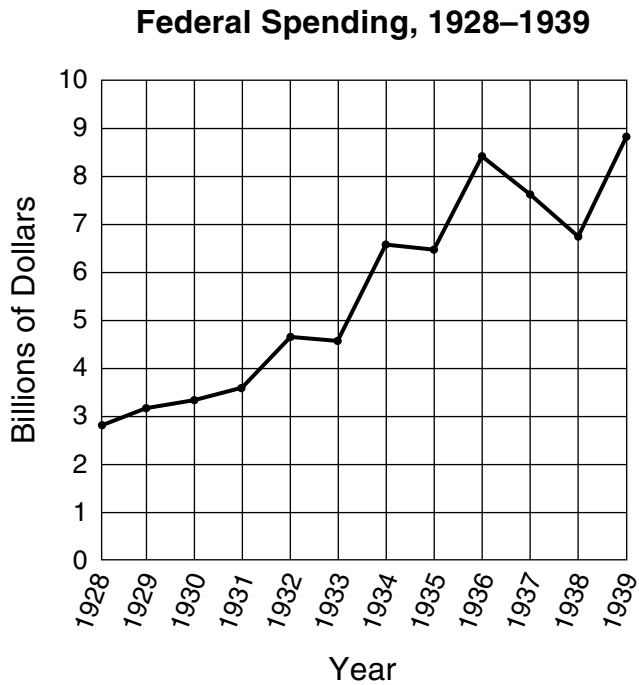
- minimum wage
- federal insurance of money placed in banks
- pension plan for retired persons

The federal government created the policies shown on the list as a result of

- A World War I.
- B World War II.
- C the Civil War.
- * D the Great Depression.

5

Use the graph below and your own knowledge to answer Number 5.



Which had the greatest effect on the federal spending rates shown on the graph?

- * **A** programs of the New Deal
- B** costs resulting from World War I
- C** laws passed during Reconstruction
- D** payment of debts to European countries

STANDARD VII: The student will understand the Great Depression and World War II.

OBJECTIVE

2. Analyze America's involvement in World War II.

ELIGIBLE CONTENT

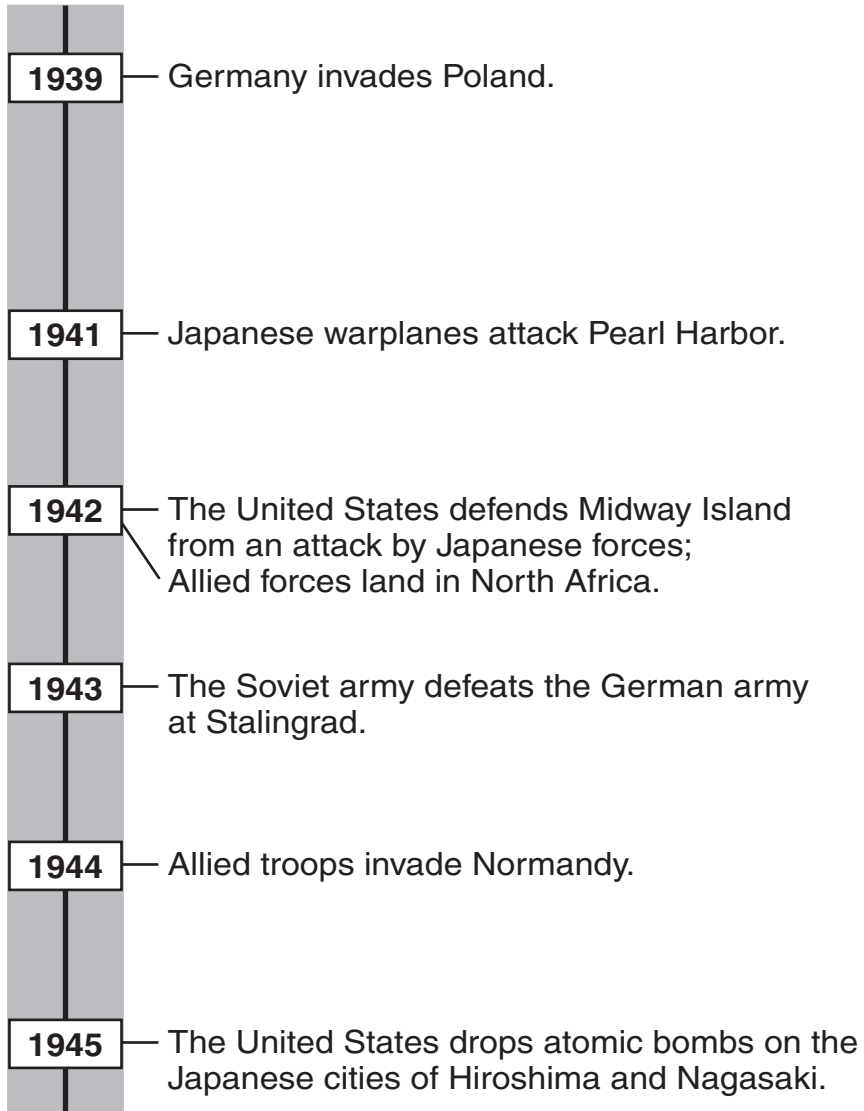
- Identify and analyze America's involvement in World War II.
 - Causes
 - Europe
 - Munich Conference
 - Invasion of Poland
 - Asia
 - Japanese expansion
 - Attack on Pearl Harbor
 - Homefront
 - Women's participation: industry and volunteerism
 - Rationing
 - War bonds
 - Japanese internment
 - Political leaders
 - Examples: FDR, Stalin, Churchill, Hitler, Mussolini
 - Military participation
 - Turning points
 - Examples: Stalingrad, Midway, North Africa, Normandy
 - Military leaders
 - Eisenhower
 - MacArthur
 - Holocaust
 - Liberation of concentration camps
 - Scientific and technological developments
 - Atomic bomb: Hiroshima and Nagasaki
- Compare America's involvement in World War II to World War I.

SAMPLE ITEMS

1

Use the time line below and your own knowledge to answer Number 1.

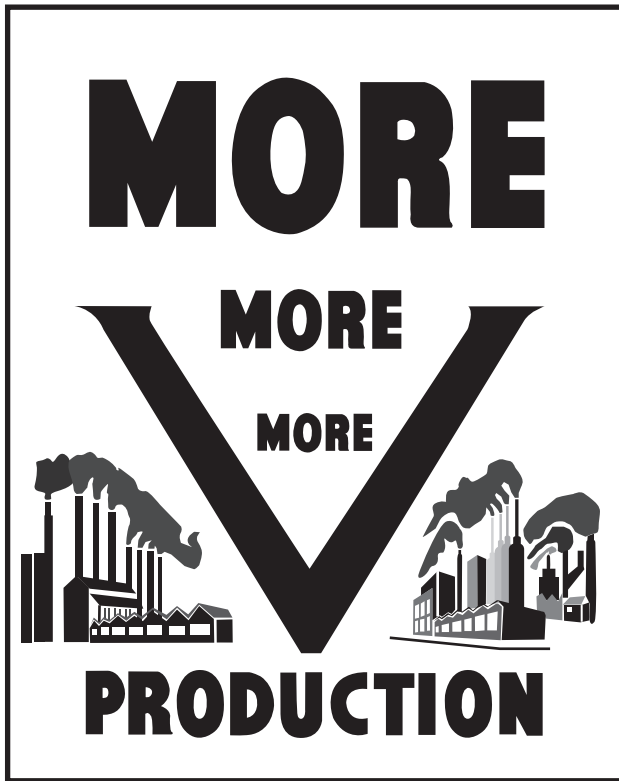
Some World War II Military Events



The military event that directly led Japan to surrender occurred in

- A 1941.
- B 1942.
- C 1944.
- * D 1945.

- 2 The poster below is similar to some created during the 1940s. Use the poster and your own knowledge to answer Number 2.



The main purpose of the poster was to encourage

- A soldiers fighting in Europe.
- * B workers in the United States.
- C government leaders working to end the war.
- D countries considering entering the war.

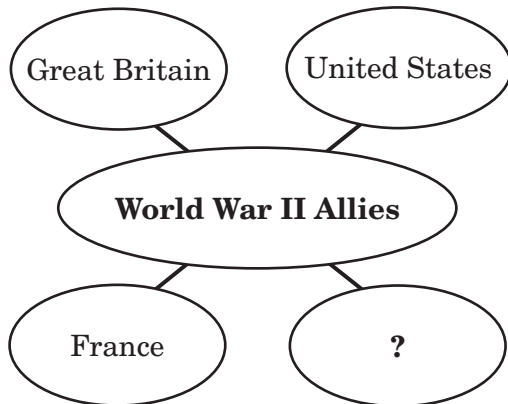
- 3 In the passage below, President Franklin D. Roosevelt asks Congress for a declaration of war against Japan. Use the passage and your own knowledge to answer Number 3.

Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. . . . I believe I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make very certain that this form of treachery shall never endanger us again. . . . I ask that the Congress declare that since . . . Sunday, December seventh, a state of war has existed between the United States and the Japanese Empire.

Which directly led President Roosevelt to make this appeal?

- A the invasion of Poland
- * B the attack on Pearl Harbor
- C the growth of the Nazi party
- D the creation of concentration camps

4 Study the diagram below.



Which completes this diagram?

- A Japan
- B Hungary
- C Germany
- * D Soviet Union

5 Study the list below.

- Dwight D. Eisenhower
- Douglas MacArthur
- George S. Patton

The people named in the list were

- A presidents of the United States.
- B political advisors during World War I.
- * C military leaders during World War II.
- D representatives to the League of Nations.

6 At the beginning of both World War I and World War II, the initial policy of the United States was to

- * A remain neutral.
- B provide military assistance.
- C end ties with the warring countries.
- D withdraw from international organizations.

