

Released Form

Student Name: _____

Spring 2013
North Carolina
Measures of Student Learning:
NC's Common Exams
American History I



Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Raleigh, North Carolina 27699-6314

Student Booklet



- 1 How was Abraham Lincoln's victory in the 1860 presidential election a turning point in American history?
- A Lincoln won the majority of electoral votes but not a majority of the popular vote.
 - B A coalition of Whigs, Know-Nothings, and Democrats ran a strong third-party candidate.
 - C The Crittenden Compromise attempted to resolve tensions aroused by the election.
 - D Lincoln's victory prompted Southern secession and the Civil War that followed.

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2 Whiskey Rebellion Timeline of Events

March 1791: Federalists in Congress succeed in passing an excise tax on domestically distilled liquor.

September 1792: The excise tax provokes opposition in frontier areas.

July 1794: Following unsuccessful petitions against the excise tax, an armed group in western Pennsylvania attacks a federal marshal.

August 7, 1794: Washington as commander in chief calls up the militia in Pennsylvania, New Jersey, Maryland, and Virginia to assemble a force of nearly 13,000 men.

September 25, 1794: Washington as commander in chief issues a proclamation ordering the militia to assemble and march against the insurgents.

November 17, 1794: Hamilton writes to Washington from western Pennsylvania that "the list of prisoners has been very considerably increased, that there is no regular assemblage of the fugitives . . . only small vagrant parties . . . affording no point of attack."

To what extent did the Whiskey Rebellion have a lasting impact on the power of the federal government?

- A The power of the federal government to regulate commerce was increased when President Washington placed a tax on distillers.
- B President Washington's use of federal troops asserted the supremacy of the national government over state governments.
- C The power of the Treasury Department was increased by charging a license fee for distillers.
- D Federal troops used to stop the rebellion became the nation's permanent military force.



- 3 And, for extending the fundamental principles of civil and religious liberty, which form the basis whereon these republicans, their laws and constitutions are erected; to fix and establish those principles as the basis of all laws, constitutions, and governments, which forever hereafter shall be formed in the said territory: to provide also for the establishment of States, and permanent government therein, and for their admission to a share in the federal council on an equal footing with the original States, at as early periods as may be consistent with the general interest.

Sec. 13 of the Northwest Ordinance, 1787

How did the Northwest Ordinance of 1787 influence settlement patterns?

- A It established a plan for surveying land west of the Appalachians.
- B It provided a procedure for admitting new states into the Union.
- C It settled the conflict over colonial land claims to the west.
- D It established reservations for American Indians who lived on public lands.
- 4 How did the Lewis and Clark expedition influence patterns of settlement?
- A It opened the Rio Grande River as a means for the United States to navigate to new land.
- B It destroyed the power of American Indians to establish villages along the Missouri River.
- C It increased the French presence and control in the Louisiana Territory.
- D It provided maps and routes of the Louisiana Territory for further migration.



- 5 How were the lives of many Chinese immigrants affected by the transcontinental railroad?
- A They were given jobs to plan the transcontinental railroad, but they were underpaid.
 - B They were employed to build the railroad tracks, but they also suffered from discrimination.
 - C They used factories to manufacture railroad tracks and ties, and they became economically and politically powerful.
 - D They used the transcontinental railroad to travel west to search for gold, but they had to leave their families behind.
- 6 [L]ive peaceable under the civil government, . . . nor shall he or she at any time be compelled to frequent or maintain any religious worship place or ministry whatever . . . that so we may live friendly together. . . . That the Indians shall have liberty to do all things to the improvement of their ground.

William Penn, 1682

How did William Penn's principles regarding his "holy experiment" colony affect those who chose to settle in Pennsylvania?

- A Many citizens left the colony to find education for their children.
- B The colony experienced minimal growth due to the religious intolerance of its leaders.
- C American Indians and colonists often worshiped together.
- D Penn's approach made the colony diverse by attracting many types of people and religions.



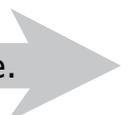
- 7 Provided that, as an express and fundamental condition to the acquisition of any territory from the Republic of Mexico by the United States, by virtue of any treaty which may be negotiated between them, and to the use by the Executive of the moneys herein appropriated, neither slavery nor involuntary servitude shall ever exist in any part of said territory, except for crime, whereof the party shall first be duly convicted.

Wilmot Proviso, 1846

Why would Southern planters oppose the Wilmot Proviso?

- A It would prevent plantation owners from moving slaves to land acquired in the Louisiana Purchase.
- B It would legalize slavery everywhere except in the Mexican Cession Territory.
- C It would abolish slavery in territory acquired during the Mexican War.
- D It would only allow slavery below the Missouri Compromise line.

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8

Exports & Imports of New York & Virginia, 1791–1853

Year	New York		Virginia	
	Exports	Imports	Exports	Imports
1791	\$2,505,465	equal to Virginia	\$3,130,865	equal to New York
1853	\$87,484,456	\$178,270,999	\$2,724,657	\$399,004

Products of Manufacturing, Mining, & Mechanical Arts of New York & Virginia, 1850

New York	Virginia
\$237,597,249	\$29,705,387

Hinton Rowan Helper, *The Impending Crisis of the South: How to Meet It*, 1860

What factor could explain the difference in antebellum economic growth and opportunity between the North and the South as documented by Hinton Helper?

- A Slave-based economy was profitable for the South, but industrialization offered greater economic growth for the North.
- B Southern plantations and their reliance on slavery offered the greatest economic opportunity in the United States.
- C The North’s focus on industrialization, which relied on foreign markets, made it economically weak.
- D The North’s economy surpassed the South’s economy due to the discovery of gold in the Hudson River Valley.



- 9 Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men—the balance-wheel of the social machinery. . . . But I mean that it gives each man the independence and the means by which he can resist the selfishness of other men.

*Twelfth Annual Report of Horace Mann as Secretary of Massachusetts
State Board of Education, 1848*

According to Horace Mann, why was education an important institution for Americans?

- A It created a spirit of nationalism.
 - B It inspired citizens to actively participate in government.
 - C It encouraged equality of opportunity within society.
 - D It supported equity in the workplace.
- 10 My reason teaches me that land cannot be sold. The Great Spirit gave it to his children to live upon. So long as they occupy and cultivate it, they have a right to the soil. Nothing can be sold but such things as can be carried away.

Black Hawk, 1882

What is this you call property? It cannot be the earth, for the land is our mother, nourishing all her children, beasts, birds, fish, and all men. The woods, the streams, everything on it belongs to everybody and is for the use of all. How can one man say it belongs only to him?

Massasoit Ousamequin, 1620s

According to the quotes by Black Hawk and Massasoit Ousamequin, which was the major source of conflict between American Indians and U.S. citizens during the early 1800s?

- A cultivation of soil
- B protection of children
- C ownership of land
- D navigation of streams



- 11 Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation, in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

Declaration of Sentiments, 1848

Which principle can be generalized from this quote from the *Declaration of Sentiments*?

- A Women should have free public education.
- B Women should have the right to religious freedom.
- C Women should have the same rights as men.
- D Women should have special protection in the judicial system.
- 12 How did the outcome of the Civil War change the distribution of power and authority between the United States and the state governments?
- A The Southern states redefined the doctrine of states' rights despite the outcome of the war.
- B The Southern states separated from the Union, thereby confirming their right to do so.
- C The Union agreed to allow nullification as a precondition to ending the war.
- D The Union victory reinforced the supremacy of the federal government over the states.



- 13 As a principle in which the rights and interests of the United States are involved, . . . the American continents, . . . by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers.
- President James Monroe's annual message to Congress, 1823
- How did President Monroe's message influence U.S. foreign policy?
- A It changed from isolationism and neutrality to imperialism.
 - B It declared free market economies for the American continents.
 - C It increased colonization by the United States on the European continent.
 - D It warned European nations not to interfere in the affairs of the Western Hemisphere.
- 14 Why did President Polk ask for a declaration of war against Mexico in 1846?
- A Mexico made an alliance with Germany with a promise of returning Texas to Mexico.
 - B Rebel forces in Mexico took the U.S. Secretary of State hostage.
 - C The Mexican dictator overthrew the democratic government established in the 1830s.
 - D Mexican troops killed sixteen American soldiers in the Texas border dispute.
- 15 How did the end of the U.S. Civil War affect American politics?
- A Legislation passed that supported property rights and due process for women.
 - B Legislation passed that established voting rights for American Indians.
 - C Legislation passed that provided citizenship and legal protections for freed slaves.
 - D Legislation passed that enhanced individual states' rights.



- 16 How did the War of 1812 affect the United States domestically?
- A It created a greater dependence on foreign exports.
 - B It weakened citizens' respect for American naval forces.
 - C It increased manufacturing and economic independence.
 - D It decreased the threat from American Indians west of the Mississippi River.
- 17 How did General Sherman's March to the Sea affect Southern society and the end of the Civil War?
- A It destroyed the plantation system, removing social and economic support for the Confederacy.
 - B It created a strong and active abolitionist movement among Southern women who lived on the plantations.
 - C It caused the surrender of Southern troops but did not affect the plantation system.
 - D It ended the war by destroying plantations, forcing many wealthy citizens to flee to England.
- 18 How did farmers in the West accomplish their American Dream in the 1870s?
- A by having large families to increase crop yields
 - B by supporting laws that encouraged homesteading
 - C by increasing profits from large commercial farms
 - D by producing crops to convert into fuels



- 19 How did some families benefit from the Homestead Act of 1862?
- A It allowed families to move to Alaska to mine for gold.
 - B It provided tax-free land for families to settle in the Northwest Territory.
 - C It gave each settler that moved west thirty acres of farmland, a mule, and a plow.
 - D It provided each settler with 160 acres of land.

20 Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Fourteenth Amendment, 1868

How did the Fourteenth Amendment affect the American legal system?

- A It required that laws be applied equally to all citizens.
- B It granted citizenship to all residents of the United States.
- C It ensured that a state could not take a citizen's personal property.
- D It extended the concept of community standards to state laws.



- 21 That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

Abraham Lincoln, A Proclamation, January 1, 1863

How was issuing the Emancipation Proclamation a turning point in the Civil War?

- A It proposed a peace treaty with the Confederate states.
- B It established a Freedmen's Bureau to help freed slaves.
- C It provided a plan for Reconstruction.
- D It freed slaves in the Confederate states.

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Presidential Election of 1800

	Thomas Jefferson of Virginia	Aaron Burr of New York	John Adams of Massachusetts	Charles Cotesworth Pinckney of South Carolina	John Jay of New York
New Hampshire			6	6	
Massachusetts			16	16	
Rhode Island			4	3	1
Connecticut			9	9	
Vermont			4	4	
New York	12	12			
New Jersey			7	7	
Pennsylvania	8	8	7	7	
Delaware			3	3	
Maryland	5	5	5	5	
Virginia	21	21			
Kentucky	4	4			
North Carolina	8	8	4	4	
Tennessee	3	3			
South Carolina	8	8			
Georgia	4	4			
	73	73	65	64	1

How does the above chart, which shows the tally of Electoral College votes for the election of 1800, represent a key turning point in U.S. history?

Answer choices A, B, C, and D are on the following page.





- A As a result of negotiation in the House of Representatives, Thomas Jefferson became president, thus marking the first peaceful transition of executive power in U.S. history.
- B As a result of a tie in Electoral College votes between Thomas Jefferson and Aaron Burr, both took power as copresidents, marking the only time in U.S. history with two concurrent presidents.
- C As a result of negotiation in the U.S. Senate, Thomas Jefferson became president and John Adams became vice president.
- D As a result of a tie in Electoral College votes, the House of Representatives called for a national referendum.
- 23 How did Britain's destruction of the Spanish Armada in 1588 affect exploration and settlement in the New World?
- A It advanced the colonizing of North America's Atlantic coast.
- B It prevented the Spanish takeover of Oglethorpe's Georgia colony.
- C It encouraged investors to support Sir Walter Raleigh's Roanoke expedition.
- D It complicated the relationship between British leaders and the Catholic Church.
- 24 How did the Reformation affect exploration and settlement in North America?
- A Rivalries between European nations limited travel to America.
- B Protestant groups established colonies seeking religious freedom.
- C Joint-stock companies were formed to acquire and establish colonies.
- D Disputes within the Orthodox churches led people to seek refuge in America.

This is the end of the multiple-choice portion of the test.



The questions you read next will require you to answer in writing.

1. Write your answers on separate paper.
2. Be sure to write your name on each page.

1 **Decisions that Increased Governmental Authority**

- “Necessary and Proper Clause” (Article 1, Section 8 of the U.S. Constitution)
- “Supremacy Clause” (Article 6 of the U.S. Constitution)
- *Marbury v. Madison* (1803)
- Louisiana Purchase
- Emancipation Proclamation
- Fourteenth Amendment

The actions and decisions of the executive, judicial, and legislative branches have increased the power and authority of the U.S. government over time. Choose two of the decisions listed above and explain how both decisions increased the power and authority of the U.S. government.

- 2 The first national government of the United States of America was created by the Articles of Confederation. That government organized the United States into a confederation. When the confederation proved inadequate, the U.S. Constitution was adopted. The Constitution organized the United States into a federation.

Explain how the structure, powers, or authority of a new federal government under the Articles of Confederation led to political conflict and the eventual replacement of the Articles of Confederation by the U.S. Constitution.



- 3 The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop. Europe has a set of primary interests which to us have none; or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes of her politics, or the ordinary combinations and collisions of her friendships or enmities. Why forego the advantages of so peculiar a situation? Why quit our own to stand upon foreign ground? Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalry, interest, humor or caprice?

George Washington, Farewell Address, 1796

Why did President Washington advocate a foreign policy of neutrality for the United States? Explain Washington's preference by providing one economic reason and one political reason.

- 4 A political goal of the American Revolution was to replace monarchy with a democratic republic. Explain how three events during the Revolution helped to achieve this political goal.



5

American Cultural Conflicts

- land rights: native populations versus settlers
- citizen rights: slavery versus equality for all U.S. citizens
- immigrant rights: existing immigrants versus newly arriving immigrant groups

Cultural conflicts have affected different groups within the United States. Explain how each of the types of cultural conflict above was resolved by compromise.

6

American System

- high tariffs on imports
- internal improvements (canals, roads)
- maintenance of high public land prices
- preservation of the Bank of the United States

Explain two compromises made by Congress in the adoption of Henry Clay's American System outlined above. Then, explain two economic effects of implementing this system during the 1800s.



This is the end of the American History I test.

- 1. Look back over your answers.**
- 2. Put all of your papers inside your test book and close the test book.**
- 3. Stay quietly in your seat until your teacher tells you that testing is finished.**

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**American History I
RELEASED Form
Spring 2013
Answer Key**

Item number	Type	Key	Primary Strand
1	MC	D	H — History
2	MC	B	H — History
3	MC	B	H — History
4	MC	D	H — History
5	MC	B	H — History
6	MC	D	H — History
7	MC	C	H — History
8	MC	A	H — History
9	MC	C	H — History
10	MC	C	H — History
11	MC	C	H — History
12	MC	D	H — History
13	MC	D	H — History
14	MC	D	H — History
15	MC	C	H — History
16	MC	C	H — History
17	MC	A	H — History
18	MC	C	H — History
19	MC	D	H — History
20	MC	A	H — History
21	MC	D	H — History
22	MC	A	H — History
23	MC	A	H — History



Item number	Type	Key	Primary Strand
24	MC	B	H — History
25	CR	Rubric	H — History
26	CR	Rubric	H — History
27	CR	Rubric	H — History
28	CR	Rubric	H — History
29	CR	Rubric	H — History
30	CR	Rubric	H — History

Item Types:

MC = multiple choice

CR = constructed response

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