



Released Items

Student Name: _____

Fall 2014
NC Final Exam
American History I



Student Booklet



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



- 1 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
Courtesy of *The Avalon Project* at Yale Law School

In his farewell address, how did George Washington attempt to influence the foreign policy of the United States?

- A He advised the nation to favor those countries with commercial ties to the United States.
- B He encouraged politicians to promote a foreign policy of imperialism.
- C He recommended a policy of neutrality with other nations.
- D He advocated for an alliance with European nations.



2

American Party Platform (1856)

Americans must rule America; and to this end native-born citizens should be elected for all State, Federal and municipal offices of government employment, in preference to all others.

Persons born of American parents residing temporarily abroad, should be entitled to all the rights of native-born citizens.

No person should be selected for political station (whether of native or foreign birth), who recognizes any allegiance or obligation of any description to any foreign prince, potentate, or power, or who refuses to recognize the Federal and State Constitutions (each within its sphere) as paramount to all other laws, as rules of political action.

The unequaled recognition and maintenance of the reserved rights of the several States, and the cultivation of harmony and fraternal good-will between the citizens of the several States, and to this end, non-interference by Congress with questions appertaining solely to the individual States, and non-intervention by each State with the affairs of any other State.

How did the American Party respond to the immigration of Germans in the Midwest and Irish in the East?

- A It built low-cost government housing projects to accommodate the influx of European immigrants.
- B It called for the exclusion of people born outside of the United States from voting or holding office.
- C It created education and job-training programs to help immigrants integrate into American society.
- D It proposed an amendment to make English the national language and ban the speaking of foreign languages.



- 3 In a response letter to John Holmes in April 1820 concerning the Missouri question, Thomas Jefferson wrote:

This momentous question, like a fire bell in the night, awakened and filled me with terror. I considered it at once as the [death] knell of the Union . . . but this is a reprieve only, not a final sentence. A geographical line, coinciding with a marked principle, moral and political, once conceived and held up to the angry passions of men, will never be obliterated; and every new irritation will mark it deeper and deeper . . . the cession of that kind of property, . . . would not cost me in a second thought, if . . . a general emancipation . . . could be effected . . . but, as it is, we have the wolf by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other.

Why did Jefferson believe that the passage of the Missouri Compromise would deepen sectional conflict?

- A Each enactment by Congress that took power away from the states would have built more resentment.
- B While some wanted slavery to end immediately, others wanted it to end gradually.
- C Americans would have argued forever over the line, once it was created.
- D Adding new states would have recreated the competition.



- 4 I appeal to you, my friends, as mothers: are you willing to enslave *your* children? You start back with horror and indignation at such a question. But why, if slavery is *no wrong* to those upon whom it is imposed?

Angelina Grimké, *An Appeal to the Christian Women of the South*, 1836

How did Angelina Grimké's religious beliefs affect her participation in the abolitionist movement?

- A Mrs. Grimké focused on urging slave owners in the South to free their slaves in order to avoid punishment from God.
- B Mrs. Grimké worked to convince women, as Christians and mothers, that slavery was immoral and should be abolished.
- C Mrs. Grimké led political protests and petitioned the federal government to end slavery immediately.
- D Mrs. Grimké used the Bible to defend her roles as both slave owner and advocate for the spread of slavery.

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- 5 Fellow Citizens, I am not wanting in respect for the fathers of this republic. The signers of the Declaration of Independence were brave men. . . . The point from which I am compelled to view them is not, certainly, the most favorable; and yet I cannot contemplate their great deeds with less than admiration. They were statesmen, patriots and heroes, and for the good they did, and the principles they contended for, I will unite with you to honor their memory. . . .

What, to the American slave, is your 4th of July? I answer; a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciation of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are, to Him, mere bombast, fraud, deception, impiety, and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour.

Frederick Douglass, July 5, 1852

What understanding did Frederick Douglass wish to convey in his speech, *What to a Slave is the Fourth of July?*

- A the extent to which slavery and citizenship share common characteristics
- B the degree to which slaves were denied the civil rights they were granted in the U.S. Constitution
- C the connection between the right to vote and the realization of “life, liberty, and the pursuit of happiness”
- D the contrast between the ideals expressed in the Declaration of Independence and the realities of slavery



- 6 James Henry Hammond was a South Carolina politician and U.S. Senator before the Civil War. He was a strong advocate of slavery and included justifications of the institution into many of his speeches:

The Senator from New York said yesterday that the whole world had abolished slavery . . . all the powers of the earth cannot abolish that . . . in short, your whole hireling class of manual laborers . . . are essentially slaves. The difference between us is, that our slaves are hired for life and well compensated; there is no starvation, no begging, no want of employment among our people, and not too much employment either. Yours are hired by the day, not cared for, and scantily compensated, which may be proved in the most painful manner, at any hour in any street of your large towns. Why, you meet more beggars in one day, in any single street of the city of New York, than you would meet in a lifetime in the whole South. We do not think that whites should be slaves either by law or necessity. Our slaves are black, of another . . . race. The status in which we have placed them is an elevation . . . They are happy, content, unaspiring . . . Yours are white, of your own race; you are brothers of one blood. They are your equals in natural endowment of intellect, and they feel galled by their degradation.

James Henry Hammond, speech before the U.S. Senate, March 4, 1858

According to Hammond, how did freedom and equality contribute to the justification of the economic system of slavery in the South?

- A Hammond stated that poor people of all races should be slaves because slave owners provide their slaves with basic life necessities.
- B Hammond argued that American slaves were inferior as a race, but they were treated much better than other impoverished peoples.
- C Hammond thought that slaves should receive monetary wages for their work but at a much lower rate than whites who performed the same jobs.
- D Hammond believed that states' rights were a central part of freedom and therefore supported slavery only to advance this position.



- 7 How did the outcome of the Mexican-American War, which added new lands to America, increase sectional tensions throughout the 1850s?
- A Southern farmers resented the wealth gained from California gold.
 - B Texas and California did not desire statehood, which angered New England politicians.
 - C Territorial expansion led to intense debates about the extension of slavery into the new areas.
 - D Agriculture became the dominant economic activity in the new areas, which threatened manufacturing interests.

- 8 It shall be lawful for the President of the United States . . . to order all such aliens as he shall judge dangerous to the peace and safety of the United States . . . to depart out of the territory of the United States . . . If any person shall write, print, utter, or publish . . . scandalous and malicious writings against the government of the United States . . . they shall be punished by a fine . . . and by imprisonment.

Excerpt from the Alien and Sedition Acts, 1798
Courtesy of *The Avalon Project* at Yale Law School

How did the Quasi-War with France and the passage of the Alien and Sedition Acts affect American politics?

- A Legislation was passed that limited U.S. citizens' First Amendment rights.
- B Legislation was passed that increased the power of the state governments.
- C Legislation was passed that limited the power of the president during wartime.
- D Legislation was passed that expanded voting rights to newly immigrated citizens.



- 9 The British empire drove the French out of nearly all of North America with its victory in the Seven Years' War, 1756–1763, also known as the French and Indian War. Tensions remained between the British and the American Indians on the frontier following the war. As an attempt at compromise, the British government issued the Proclamation of 1763, forbidding the settlement of British colonists west of the Appalachian Mountains.

How did this proclamation contribute to colonial unrest leading up to the Revolutionary War?

- A Colonists wanted to settle in the Ohio Valley and lands farther west.
- B Colonists felt that the British had abandoned them in North America.
- C Colonists who had fought with the French were angry over their defeat.
- D Colonists were unhappy with British aggression toward American Indians.

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- 10 INFORMATION WANTED: Of Rosamon Mobley, who formerly belonged to Mr. C. P. Pelham. When heard of, she was going to Sumter to look for her father and mother. Any information will be thankfully received by Susannah Babrige.

The Daily Phoenix (Columbia, SC) August 19, 1866

INFORMATION WANTED: Of Marcelia Shorter, colored, formerly of Washington County, Maryland. When last heard from was in New Orleans, Marcelia is aged between 40 and 45, bright mulatto, and kept furnished rooms some twelve years ago in New Orleans. She will hear of a brother by addressing Lloyd Shorter.

The Louisiana Democrat (Alexandria, LA) July 27, 1870

INFORMATION WANTED: Of my father and mother, who were when I last heard from them in Murfresboro, Tenn. They were formerly slaves; my father went by the name of Isaac Fisher, and my mother was called Fanny Bowles. Any person knowing the whereabouts of either of the above names persons will please address to me in care of P. A. Bell. Editor Elevator, San Francisco. Thomas Vaughn, Mission, San Jose, Cal.

Maryville Republican (Maryville, TN) February 26, 1870

Based on the above excerpts, what impact did the breakup of the plantation system have on African-American families in the United States?

- A African-American families quickly assimilated into the dominant white culture of the United States.
- B African-American families in the South were given forty acres and a mule to begin their new lives.
- C African-American families broke apart so that they could meet new people, which slavery had prevented.
- D African-American family members who were separated by slavery worked hard to locate one another and reunite.

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



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

1. You may use the blank paper or your test book to plan your response before you write your final answer on the answer sheet.
2. Only what is written on the lines of the answer sheet will be scored.
3. Do not write beyond the end of the lines or in the margins.

11 *Read the excerpts to respond to the item below.*

. . . white American miners were resentful of the other national groups represented in the camps. While they usually accepted non-English-speaking Europeans, they had less tolerance for Latin American miners and none at all for Chinese. In 1850, the new California legislature adopted a Foreign Miners License Law, charging all non-U.S. citizens \$20 per month . . . Chinese miners who continued their search for gold found increasingly harsh treatment at the hands of their fellow miners. The legislature adopted a new foreign miners' tax of \$4 per month, and anti-Chinese feeling surfaced in many mining camps.

Library of Congress, "From Gold Rush to Golden State"

During 1850, the Indians in Mariposa county [California] . . . became very troublesome to the miners and settlers. . . . Through the management of the commissioners, treaties were made, and many of these Indians were transferred to locations reserved for their special occupancy. . . .

[The trader John Savage] employed a party of native Indians. . . . He exchanged his goods at enormous profits for the gold obtained from his Indian miners. . . . To strengthen his influence over the principal tribes, Savage had, according to the custom of many mountain men, taken wives from among them . . .

American soldier Lafayette Houghton Bunnell, "Discovery of the Yosemite, and the Indian war of 1851"

Evaluate the lasting impact of the California Gold Rush as a positive or negative turning point for American society. Use one detail from the excerpts above to support your position.



This is the end of the American History I Released Items.

Directions:

1. Look back over your answers for the test questions.
2. Make sure all your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored.
3. Put all of your papers inside your test book and close the test book.
4. Stay quietly in your seat until your teacher tells you that testing is finished.
5. Remember, teachers are not allowed to discuss items from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test.

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American History I
 RELEASED Items¹
 Fall 2014
 Answer Key

Item Number	Type ²	Key	Percent Correct ³	Standard
1	MC	C	62%	AMH1.H.2.1
2	MC	B	75%	AMH1.H.3.4
3	MC	C	36%	AMH1.H.4.1
4	MC	B	78%	AMH1.H.4.3
5	MC	D	56%	AMH1.H.5.1
6	MC	B	51%	AMH1.H.5.1
7	MC	C	76%	AMH1.H.7.1
8	MC	A	55%	AMH1.H.7.1
9	MC	A	60%	AMH1.H.7.1
10	MC	D	79%	AMH1.H.7.3
11	CR	Rubric ⁴	86% ⁵	AMH1.H.2.2



¹These released items were administered to students during a previous test administration. This sample set of released items may not reflect the breadth of the standards assessed and/or the range of item difficulty found on the NC Final Exam. Additional items may be reviewed at <http://www.ncpublicschools.org/accountability/common-exams/released-forms/>. Additional information about the NC Final Exam is available in the *Assessment Specification* for each exam located at <http://www.ncpublicschools.org/accountability/common-exams/specifications/>.

²This NC Final Exam contains multiple-choice (MC) and short-answer constructed response (CR) items.

³Percent correct is the percentage of students who answered the item correctly during the Spring 2014 administration.

⁴Constructed response items are scored using a standard rubric. The following rubric was used to score this item.

Score 0

- Response fails to evaluate the lasting impact of the key turning point for American society
- Response fails to include one example of textual support OR includes one example of textual support that is irrelevant because the response does not evaluate the lasting impact of the key turning point for American society

Score 1

- Response evaluates the lasting impact of the key turning point for American society
- Response includes one example from the text that does not support the evaluation OR lacks one example of textual support

Score 2

- Response evaluates the lasting impact of the key turning point for American society
- Response includes one example of textual support that evaluates the lasting impact of the key turning point for American society

⁵Students will receive a score point of 0, 1, or 2 for this constructed response item. Percent correct for this item is the percentage of students who scored a 1 or 2.



Standard Descriptions

Only clarifying objective descriptions addressed by the released items in this booklet are listed below. A complete list of the North Carolina Essential Standards for Science and Social Studies may be reviewed at <http://www.ncpublicschools.org/acre/standards/new-standards/>.

AMH1.H.2.1

Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

AMH1.H.2.2

Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

AMH1.H.3.4

Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., Puritans, Pilgrims, American Indians, Quakers, Scotch-Irish, Chinese, Africans, indentured servants, slavery, Middle Passage, farming, ideas of the Enlightenment, etc.).

AMH1.H.4.1

Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., American Revolution, Constitutional Convention, Bill of Rights, development of political parties, nullification, slavery, states' rights, Civil War).

AMH1.H.4.3

Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through Reconstruction in terms of participants, strategies, opposition, and results (e.g., Second Great Awakening, Transcendentalism, abolition, temperance, mental illness, prisons, education, etc.).

AMH1.H.5.1

Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction (e.g., natural rights, First Great Awakening, Declaration of Independence, transcendentalism, suffrage, abolition, "slavery as a peculiar institution", etc.).

AMH1.H.7.1

Explain the impact of wars on American politics through Reconstruction (e.g., Issues of taxation without representation, Proclamation of 1763, Proclamation of Neutrality, XYZ Affair, Alien & Sedition Acts, War Hawks, Hartford Convention, slavery Compromises, scalawags, carpetbaggers, etc.).



AMH1.H.7.3

Explain the impact of wars on American society and culture through Reconstruction (e.g., salutary neglect, slavery, breakup of the plantation system, carpetbaggers, scalawags, KKK, and relocation of American Indians, etc.).

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