*American I Exam Questions*

*Base your answer on questions 1 and 2 on the passages below and your knowledge of social studies:*

**Document A: ‘City upon a Hill’**

“The only way to provide for our posterity is to do justly, to love mercy, and to walk humbly with our God. We must be knit together in this work as one man; we must take care of each other with brotherly affection. We shall be united in the bond of peace, the Lord will be our God and delight to dwell among us, so that we shall see much more of his wisdom, power, goodness and truth. We shall be as a City upon a Hill, the eyes of all people are upon us; so that if we shall [behave badly] and cause God to withdraw his help from us, we shall [invite] the mouths of enemies to speak evil of the ways of God, and cause their prayers to be turned into curses upon us. Therefore let us choose life, that we, and our [children], may live; by obeying his voice, for he is our life, and our prosperity.”

*Source: John Winthrop (1588–1649), lawyer and leader of the 1630 migration of English Puritans to Massachusetts Bay Colony, delivered this famous sermon aboard the Arbella to settlers traveling to New England*

**Document B: ‘The Divine Right to Occupy the Land’**

“The Bible says: ‘I will appoint a place for my people Israel, and I will plant them, that they may dwell in a place of their own, and move no more.’ The settling of a people in this or that country is the Lord’s decision. Now, God makes room for a people in three ways:

First, He drives out the heathens before them by waging war on the inhabitants.

Second, He gives a foreign people favor in the eyes of any native people to come and sit down with them.

Third, He makes a country empty of inhabitants where the people will live. Where there is an empty place, the sons of Adam and Noah are free to come and live there, and they neither need to buy it nor ask permission.

*Source: Puritan leader John Cotton gave the following sermon to members of his congregation who were immigrating to America in 1630. Cotton became a respected and influential clergyman in the Massachusetts Bay Colony.*

1. Based on the above “City Upon A Hill” primary source, what major theme was the writer trying to get across to his audience?
2. The people embarking on this new land needed to act morally and uphold the standards and expectations of their expressed religious beliefs.
3. This new nation was going to be different – all religions and belief systems would be respected and tolerated.
4. The Native Americans were also a part of God’s creation and their humanity must be respected.
5. We have the Lord’s favor and this land now belongs to our people.
6. In document B, what was the intention behind the writer using the following quote: ““I will appoint a place for my people Israel, and I will plant them, that they may dwell in a place of their own, and move no more.”
7. To prepare his audience for an epic battle – a fight to protect the homeland.
8. To scare people into salvation because the world was coming to an end.
9. To alert people that discrimination and violence were not to be tolerated in the new land.
10. To let his audience know that the Lord had prepared a new land for their people.

*Base your answer on the passage below and your knowledge of social studies:*

“…a Voyage to plant the first Colony in the northern Parts of Virginia; Do…covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation…And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony…”

Mayflower Compact

1. How did the *Mayflower Compact* serve as an important step toward American democracy?

A It outlawed slavery in the Massachusetts Bay colony.

B It established the principal of separation of church and state.

C It defined the relationship with the local Native American tribes.

D It provided a basis for self government in the Plymouth colony.

*Base your answer on the passage below and your knowledge of social studies:*

“We had nothing . . . after Captaine Smith’s departure, there remained not past sixty men, women and children, most miserable and poor creatures; and those were preserved for the most part, by roots, herbs, acornes, walnuts, berries, now and then a little fish. This was that time, which still to this day we called the starving time; it were too vile to say, and scarce to be believed, what we endured. . . .”

 Generall Historie of Virginia, John Smith, 1624

1. Based on the excerpt, how did the harsh environmental conditions affect the Jamestown Colonists?

(A) The harsh weather brought American Indians to help the Colonists.

(B)The harsh weather both reduced and destroyed the tobacco crops.

(C) The harsh weather convinced the settlers to return to their homeland.

(D) The harsh weather decreased the quality of life for the settlers by making it difficult to obtain enough food.

*Base your answer on the passage below and your knowledge of social studies:*

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.

2) 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.

*Base your answer on the passage below and on your knowledge of social studies.*

“ …Small islands not capable of protecting themselves, are the proper objects for kingdoms to take under their care; but there is something very absurd, in supposing a continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet, and as England and America, with respect to each other, reverses the common order of nature, it is evident that they belong to different systems: England to Europe, America to itself.…”

 — Thomas Paine, Common Sense

3) The argument presented in this passage was intended to

(A) urge colonists to accept the Albany Plan of Union

(B) provide a reason for ratification of the Constitution of the United States

(C) convince American colonists to declare their independence

(D) persuade France to aid the United States in the Revolutionary War

*Base your answer on the passages below and your knowledge of social studies:*

“The distinction between Virginians, Pennsylvanians, New Yorkers, and New Englanders, [is] no more. I am not a Virginian, but an American.”

 Patrick Henry, 1774 speech during the First Continental Congress

4) What conclusion can be drawn from Patrick Henry’s speech regarding the perspective of colonial Americans?

(A) By 1774, a growing number of Colonists viewed themselves as being part of a unique social and political entity different from Britain.

 (B) By 1774, the majority of Colonists viewed themselves as citizens of the whole British Empire, making differences between the colonies insignificant.

(C) By 1774, Colonists recognized that a powerful centralized national government must be created with three branches in order to gain independence.

(D) By 1774, the political and social values of Colonists became so similar that establishing a set of national values regarding institutions such as slavery became necessary.

*Base your answer on the passages below and your knowledge of social studies:*

**Weaknesses of the Articles of Confederation**

• only one branch of government - the legislative

• one vote per state

• no authority to regulate foreign and interstate commerce

• lack of standard currency

• no executive branch to enforce laws

• no national court system to protect individual rights

• no power to raise an army

• unanimous vote required for amendments to the Articles

5) How did conflicts that developed from weaknesses in the Articles of Confederation affect the political development of the United States?

(A) They increased the power of the state governments.

(B) They accelerated the possible development of a monarchy.

(C) They prevented the government from developing a republic.

(D) They required the creation of a stronger national government.

*Base your answer on the passage below and on your knowledge of social studies.*

“…No political truth is certainly of greater intrinsic [essential] value, or is stamped with the authority of more enlightened patrons of liberty, than that on which the objection is founded. The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elective, may justly be pronounced the very definition of tyranny.…”

 — James Madison, The Federalist, Number 47

6) Which constitutional principle was established to protect American citizens from the tyranny suggested in this quotation?

 (A) due process of law

 (B) States rights

 (C) separation of powers

 (D) popular sovereignty

7. Which issue did the Virginia Plan, the New Jersey Plan, and the Great Compromise address at the Constitutional Convention (1787)?

(A) the power to regulate interstate commerce

(B) the number of justices on the Supreme Court

(C) a system for electing the president

(D) a method of determining state representation in Congress

8. What was the major argument of those who opposed ratification of the United States Constitution?

(A) The states should not be forced to pay taxes to the federal government.

(B) The new constitution did not adequately protect individual liberties against abuse by the federal government.

(C) The judicial branch was granted more power than the legislative and executive branches.

(D) The federal government did not have enough power to defend the nation against foreign enemies.

*Base your answer on the headlines below and your knowledge of social studies:*

**“President Jackson Vetoes Bill Re-chartering Bank of United States”**

**“Taney Court Overturns Missouri Compromise”**

**“Senate Approves NATO Treaty”**

9. Which concept is best illustrated by these headlines?

(A) federalism

(B) direct democracy

(C) checks and balances

(D) westward expansion

*Base your answer on the passage below and your knowledge of social studies:*

“All bills shall be read three times in each house and shall be signed by the presiding officer of each house before being presented to the Governor. If the Governor approves, the Governor shall sign it and it shall become a law; but if not, the Governor shall return it with objections, together with a veto message stating the reasons for such objections, to that house in which it shall have originated, which shall enter the objections and veto message at large on its journal, and proceed to reconsider it. If after such reconsideration three-fifths of the members of that house present and voting shall agree to pass the bill, it shall be sent, together with the objections and veto message, to the other house, by which it shall likewise be reconsidered; and if approved by three-fifths of the members of that house present and voting, it shall become a law notwithstanding the objections of the Governor.”

 North Carolina Constitution, Article 2, Section 22

10. Which democratic ideal is represented in this excerpt?

(A) limited government

(B) separation of powers

(C) popular sovereignty

(D) trial by jury of peers

*Base your answer on the passage below and your knowledge of social studies:*

“That if any person shall write, print, utter. . . any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame the said government . . . then such person, being thereof convicted before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years.”

11. The Sedition Act of 1798 Based on the above excerpt, which statement explains an effect of passage of the Sedition Act?

(A) Public criticism of government was prohibited.

(B) It became more difficult for new immigrants to vote.

(C) The president gained new powers to deport foreigners.

(D) The First Amendment to the U.S. Constitution was protected.

*Base your answer on the passage below and your knowledge of social studies:*

The following excerpt describes the weak economy of North Carolina during the early 1800s:

“Cotton is now almost the only article which bears transportation. But . . . even cotton will not long remain a source of profit in our present manner of [transportation]. The states of South Carolina, Georgia, Alabama, Tennessee, Louisiana, together with the Arkansas . . . are yearly filling up more and more with an enterprising population, who are pressing their production of cotton to a [large] extent. They possess navigable rivers, and they are acting upon the same policy of internal improvement as has been prosecuted by other states.”

*Address to “Fellow Citizens of North Carolina” from minutes of “Railroad Meeting” by James Mebane and Dennis Heartt, August 1, 1828 Courtesy of Documenting the American South, UNC Library*

12. Which obstacle did many North Carolinians believe prevented economic growth in North Carolina during these years?

(A) The cotton of North Carolina was of lower quality than the cotton of other southern states.

(B) The North Carolina government imported cotton and other goods from neighboring states.

(C) The soil in North Carolina was inadequate for the farming of high-profit crops like cotton.

(D) Government leaders failed to support investment in infrastructure like roads and railroads.

*Base your answer on the passages below and your knowledge of social studies:*

“The consequences of a speedy removal will be important to the United States, to individual states, and to the Indians themselves. The pecuniary advantages which it promises to the government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the general and state governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent states strong enough to repel future invasions without remote aid. It will relieve the whole state of Mississippi and the western part of Alabama of Indian occupancy, and enable those states to advance rapidly in population, wealth, and power.”

*Address to Congress by Andrew Jackson, December 6, 1830 Courtesy of the Law Library of Congress*

13. Based on the excerpt, which democratic rights and freedoms were being denied to American Indians?

(A) privacy and free speech

(B) property and sovereignty

(C) free speech and assembly

(D) religious and political freedom

*Base your answer on the passage below and your knowledge of social studies:*

“The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world. “He has never permitted her to exercise her inalienable right to the elective franchise. “He has compelled her to submit to laws, in the formation of which she had no voice.... “Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.... “He has taken from her all right in property, even to the wages she earns.”

*Seneca Falls Convention, Declaration of Sentiments and Resolutions, 1848*

14. The ideas expressed in the excerpt most directly challenged the prevailing ideal in the early nineteenth century that

1. women should enjoy full and equal rights with men
2. women should focus on the home and the domestic sphere
3. the ability of women to earn wages was a positive development
4. women should educate their children about the rights and responsibilities of citizenship

*Base your answer on the passage below and your knowledge of social studies:*

**To the Inhabitants of the Province of the Massachusetts-Bay**

My Dear Countrymen,

It is a standing maxim of English Liberty “That no man shall be taxed but with his own consent,” and you very well know we were not, in any sober sense, represented in parliament, when this tax was imposed.

AWAKE! Awake, my Countrymen and defeat those who want to enslave us. Do not be cowards. You were born in Britain, the Land of Light, and you were raised in America, the Land of Liberty. It is your duty to fight this tax. Future generations will bless your efforts and honor the memory of the saviors of their country.

I urge you to tell your representatives that you do not support this terrible and burdensome law. Let them know what you think. They should act as guardians of the liberty of their country.

I look forward to congratulating you on delivering us from the enemies of truth and liberty.

*Source: B.W. “To the Inhabitants of the Province of the MassachusettsBay,” The Boston-Gazette and Country Journal*

1. Which of the following wars or conflicts was this primary source passage referring?
2. The Revolutionary War
3. The War of 1812
4. The Mexican-American War
5. The Civil War

*Base your answer on the passage below and your knowledge of social studies:*

“The purchase of New Orleans is essential to the peace and prosperity of our Western country, and opens a free and valuable market to our commercial states.

This purchase will probably make it seem like Mr. Jefferson is brilliant. Any man, however, who possesses any amount of intelligence, will easily see that the purchase is the result of lucky coincidences and unexpected circumstances and not the result of any wise or thoughtful actions on the part of Jefferson’s administration.

As to the vast region west of the Mississippi, it is a wilderness with numerous tribes of Indians. And when we consider the present territory of the United States, and that not one-sixteenth is yet under occupation, the possibility that this new purchase will be a place of actual settlement seems unlikely.

If our own citizens do eventually settle this new land, it would weaken our country and central government. On the whole, we can honestly say that this purchase is at best extremely problematic.

*Source: Alexander Hamilton wrote an editorial called “Purchase of Louisiana” for the New York Evening Post, July 1803.*

1. This passage by Alexander Hamilton seems to indicate which of the following:
2. That the Louisiana Purchase must be considered Unconstitutional.
3. The entire Louisiana Territory will greatly empower the development and commerce of the United States.
4. That the purchase of New Orleans was a good move for the nation, but not the purchase of the entire Louisiana Territory.
5. None of these

15. Abraham Lincoln’s 1858 warning that “a house divided against itself cannot stand” referred to sectional differences over the

(A) treatment of Native American Indians

(B) funding for internal improvements

(C) issue of slavery

(D) treaties with European nations

*Base your answer on the passage below and your knowledge of social studies:*

“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?”

 “Appeal to the Christian Women of the South” by Angelina Grimké, 1836

16. 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.

17. 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.

18. One way in which Frederick Douglass, William Lloyd Garrison, and Sojourner Truth are similar is that they all supported the

(A) abolitionist movement

(B) passage of Black Codes

(C) nullification theory of States rights

(D) plantation system in the South

*Base your answer on the advertisement below and your knowledge of social studies:*



19. This 1863 poster is recruiting African Americans to help

(A) defeat the Confederacy in the Civil War

(B) assist in the efforts of the Underground Railroad

(C) settle land in the South and in border states

(D) enforce the terms of the Fugitive Slave Act

*Base your answer on the passage below and your knowledge of social studies:*

“Education then, beyond all other devices of human origin, is a great equalizer of the conditions of men,—the balance wheel of the social machinery. . . . The greatest of all the arts in political economy is to change a consumer into a producer; and the next greatest is to increase the producing power,—and this to be directly obtained by increasing his intelligence.”

 Adapted from the Annual Report of the Secretary of the [Massachusetts] Board of Education by Horace Mann, 1848

20. According to this quote, why is education essential to American society?

(A) Education is necessary for political leadership.

(B) Education supports equality between men and women.

(C) Education is necessary for economic progress.

(D) Education supports a democratic form of government.

*Base your answer on the timeline below and your knowledge of social studies:*

**Dred Scott v. Sandford, March 6, 1857**

• declared that the Missouri Compromise was unconstitutional

• declared that Congress did not have the authority to prohibit slavery in the territories

• declared that slaves were not citizens of the United States and could not sue in Federal courts

Adapted from Web Guide: Primary Documents in American History: Dred Scott v. Sandford Library of Congress, Virtual Services Digital Reference Section

21. How did the ruling by the U.S. Supreme Court in Dred Scott v. Sandford (1857) increase sectional tension in the United States?

(A) The decision supported the Missouri Compromise, which Southern farmers considered an unfair benefit for the West.

(B) The ruling emancipated slaves when taken into free territories, which Southern slave owners saw as an illegal seizure of their property.

(C) The ruling declared that regardless of location, slaves were not citizens, which Northerners viewed as a violation of state law and human rights.

(D) The decision struck down the power of Congress to prohibit slavery in the territories, eliminating the economic advantages of Southern planters.

*Base your answer on the passage below and your knowledge of social studies:*

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.”

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

22. 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.

*Base your answer on the passages below and your knowledge of social studies:*



23. The information provided by the map best supports the conclusion that

(A) the South’s transportation system was more efficient

(B) most railroads were owned and operated by the United States government

(C) the transcontinental railroad linked the West and the South

(D) the North had transportation advantages by the start of the Civil War

24. After the Civil War, a significant cause of the conflict between President Andrew Johnson and the Radical Republicans in Congress was disagreement over

(A) the plans for restoring Southern states to the Union

(B) a proposal to repeal the Emancipation Proclamation

(C) reduction of the army and the navy to prewar levels

(D) congressional efforts to pay the Confederate war debt

25. What was a common goal of the 13th, 14th, and 15th amendments to the United States Constitution?

(A) punishing the South for seceding from the Union

(B) granting basic rights to formerly enslaved persons

(C) allowing the states to veto federal laws

(D) creating a “separate but equal” society

*Base your answer on the passages below and your knowledge of social studies:*

“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

26. 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

*Base your answer on the passages below and your knowledge of social studies:*

“With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.”

 Second Inaugural Address by Abraham Lincoln, March 4, 1865

27. How did President Abraham Lincoln plan to support Reconstruction when he delivered his second inaugural address?

(A) by prohibiting former Confederates from participating in the government

(B) by punishing the Southern secessionists who became traitors

(C) by hastening the restoration of the Union without harsh punishments

(D) by allowing slavery to remain in the states where it already existed

*Base your answer on the passages below and your knowledge of social studies:*

*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

28. 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.

1 d

2 a

3 c

4 a

5 d

6 c

7 d

8 b

9 c

10 b

11 a

12 d

13 b

14 b

15 c

16 b

17 c

18 a

19 a

20 c

21 c

22 b

23 d

24 a

25 b

26 d

27 c

28 d