
XXIV. U.S. History, High School

High School U.S. History Test

The spring 2007 high school MCAS U.S. History test was based on learning standards for U.S. History I and U.S. History II found on pages 65–80 of the Massachusetts *History and Social Science Curriculum Framework* (2003), and concepts and skills for grades 8–12, found on pages 49–50 in the *Framework*. This framework is available on the Department Web site at www.doe.mass.edu/frameworks/current.html.

The test items that appear on the following pages compose one-half of the common items that appeared on the high school U.S. History test.

In *Test Item Analysis Reports*, high school U.S. History test results are reported under four reporting categories:

- United States History I (to 1865)
- United States History II (to circa 1990)
- Civics and Government
- Economics

For detailed information about the distribution of high school test items by reporting category, please consult pages 4 and 6 of the *MCAS Guide to History and Social Science Assessments* (February 2007). This publication is available on the Department Web site at www.doe.mass.edu/mcas/2007/admin/hssguide.pdf.

Test Sessions and Content Overview

The 2007 high school MCAS U.S. History test included two separate test sessions. Each session included multiple-choice and open-response questions.

Reference Materials and Tools

The use of bilingual word-to-word dictionaries was allowed for current and former limited English proficient students only, during both U.S. History test sessions. No other reference materials were allowed.

Cross-Reference Information

The table at the conclusion of this chapter indicates each item’s reporting category as well as the learning standard or concept and skill it assesses. The coding for U.S. History learning standards appears in the table as it appears in the *Framework*. The codes containing the letters “CS” represent standards listed in the Concepts and Skills section of the *Framework* for grades 8–12.

U.S. History

SESSION 1

DIRECTIONS

This session contains fifteen multiple-choice questions and one open-response question. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

1 Why was the Bill of Rights added to the United States Constitution?

- A. to ensure rights of foreigners
- B. to ensure slaves' right to vote
- C. to protect the federal government from the states
- D. to protect the individual rights of citizens from government abuse

2 When people purchase shares of stock in the stock market, they are investing in

- A. corporations.
- B. labor unions.
- C. governments.
- D. political parties.

3 The excerpt below is from Frederick Douglass's "Independence Day" speech in 1852.

The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers is shared by you, not by me. The sunlight that brought life and healing to you has brought stripes and death to me. This Fourth of July is yours, not mine.

—Frederick Douglass,
"Independence Day" speech (1852)

In this speech, Frederick Douglass was speaking on behalf of which group?

- A. exiled American Indians
- B. deported American Jews
- C. oppressed Irish Americans
- D. enslaved African Americans

- 4 The table below shows the changes in the percentage of households owning specific items between 1940 and 1955.

Ownership of Automobiles and Household Appliances

Items Owned	Percentage of U.S. Households Owning Items	
	1940	1955
an automobile	50%	71%
a television	0%	76%
a refrigerator	44%	94%
a washing machine	56%	84%
a clothes dryer	0%	9%
a vacuum cleaner	38%	64%

Paul Boyer, *The American Nation* (1998)

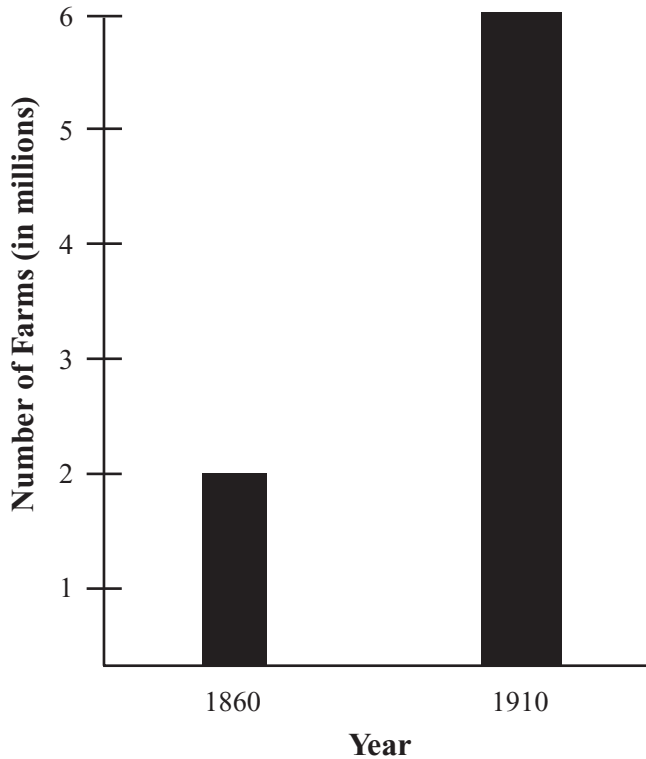
According to the table, which of the following is one way that American households changed between 1940 and 1955?

- A. They had fewer children.
- B. They traveled less often.
- C. They enjoyed increased prosperity.
- D. They purchased fewer consumer goods.

- 5 Which of the following **best** explains why the United States Senate rejected American participation in the League of Nations after World War I?
- A. Senators thought league membership would cost too much money.
 - B. Senators thought the league would interfere in Latin American affairs.
 - C. Senators thought the league would require its members to reduce tariffs.
 - D. Senators thought league membership would undermine American sovereignty.

- 6 Which of the following is the **most** important responsibility of the Federal Reserve System?
- A. to set the minimum wage
 - B. to regulate gasoline prices
 - C. to regulate stock exchanges
 - D. to control the money supply

- 7 The graph below shows the number of farms in the United States in 1860 and 1910.



Paul Johnson, *A History of the American People*
(Harper Perennial: 1997)

How did the Homestead Act of 1862 contribute to the changes shown on the graph?

- A. The government provided land to settlers in the West.
- B. The government gave funds to railroad companies in the West.
- C. The government funded large-scale irrigation projects in the West.
- D. The government promised to buy cash crops from farmers in the West.

- 8 What was the most important result of the Hayes-Tilden agreement (Compromise of 1877) following the presidential election of 1876?

- A. the end of Reconstruction
- B. the passage of the Dawes Act
- C. the rise of multiple radical political parties
- D. the construction of the transcontinental railroad

- 9 The Supreme Court case *Marbury v. Madison* (1803) established which constitutional principle?

- A. due process
- B. judicial review
- C. implied powers
- D. equal protection

- 10 An oligarchy can **best** be described as a government that is ruled by

- A. a king.
- B. the people.
- C. a small elite.
- D. religious leaders.

In this section, you will consider Abraham Lincoln's Gettysburg Address.

First, you will answer three multiple-choice questions. Then you will answer two parts of an open-response question about the Gettysburg Address.

The Gettysburg Address (1863)

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

Mark your answers to questions 11 through 13 in the spaces provided in your Student Answer Booklet.

- 11 Why did President Lincoln travel to Gettysburg to deliver an address in 1863?
- A. to establish headquarters for the Union army
 - B. to dedicate a cemetery for deceased soldiers
 - C. to honor families of confederate volunteers
 - D. to raise money for the abolitionist cause
- 12 The Battle of Gettysburg was an important event in the Civil War **mainly** for which of the following reasons?
- A. Great Britain refused to support the Confederacy after the Union victory.
 - B. The Union victory was the first time the North used African American soldiers in combat.
 - C. The Confederacy never attempted another major invasion of the North after the Union victory.
 - D. Congress immediately ratified the Thirteenth Amendment upon hearing of the Union victory.
- 13 To which of the following events was President Lincoln referring when he stated, “Four score and seven years ago our fathers brought forth on this continent, a new nation . . .”?
- A. the Boston Tea Party
 - B. the Battle of Yorktown
 - C. the signing of the Declaration of Independence
 - D. the ratifying of the Constitution of the United States

Write your answer to open-response question 14 in the space provided in your Student Answer Booklet.

- 14** In the Gettysburg Address, President Lincoln refers to the nation as having “a new birth of freedom.”
- a. Explain what President Lincoln meant when he called for “a new birth of freedom.” You may support your answer with information from the Gettysburg Address and your knowledge of American history.
 - b. Explain why Lincoln believed a unified nation should be preserved. You may support your answer with information from the Gettysburg Address and your knowledge of American history.

Mark your answers to questions 15 and 16 in the spaces provided in your Student Answer Booklet.

- 15 The excerpt below is from Richard Nixon’s “Silent Majority” speech.

Let historians not record that when America was the most powerful nation in the world we passed on the other side of the road and allowed the last hopes for peace and freedom of millions of people to be suffocated by the forces of totalitarianism.

And so tonight—to you, the great silent majority of my fellow Americans—I ask for your support.

—President Richard Nixon,
“Silent Majority” speech (November 3, 1969)

In his speech, President Nixon asked the American people to support his position on which of the following issues?

- A. the Vietnam War
- B. the War Powers Act
- C. the Watergate scandal
- D. the Middle East peace process

- 16 The quotation below is from a speech given by Senator Albert Beveridge in 1898.

Hawaii is ours; [Puerto] Rico is to be ours; at the prayer of her people Cuba finally will be ours; in the islands of the East . . . the flag of a liberal government is to float over the Philippines . . . The Opposition tells us that we ought not to govern a people without their consent. I answer the rule . . . that all just government derives its authority from the consent of the governed, applies only to those who are capable of self-government.

—Senator Albert Beveridge,
“The March of the Flag” speech (1898)

Which policy was Senator Beveridge advocating in this statement?

- A. containment
- B. disarmament
- C. imperialism
- D. isolationism

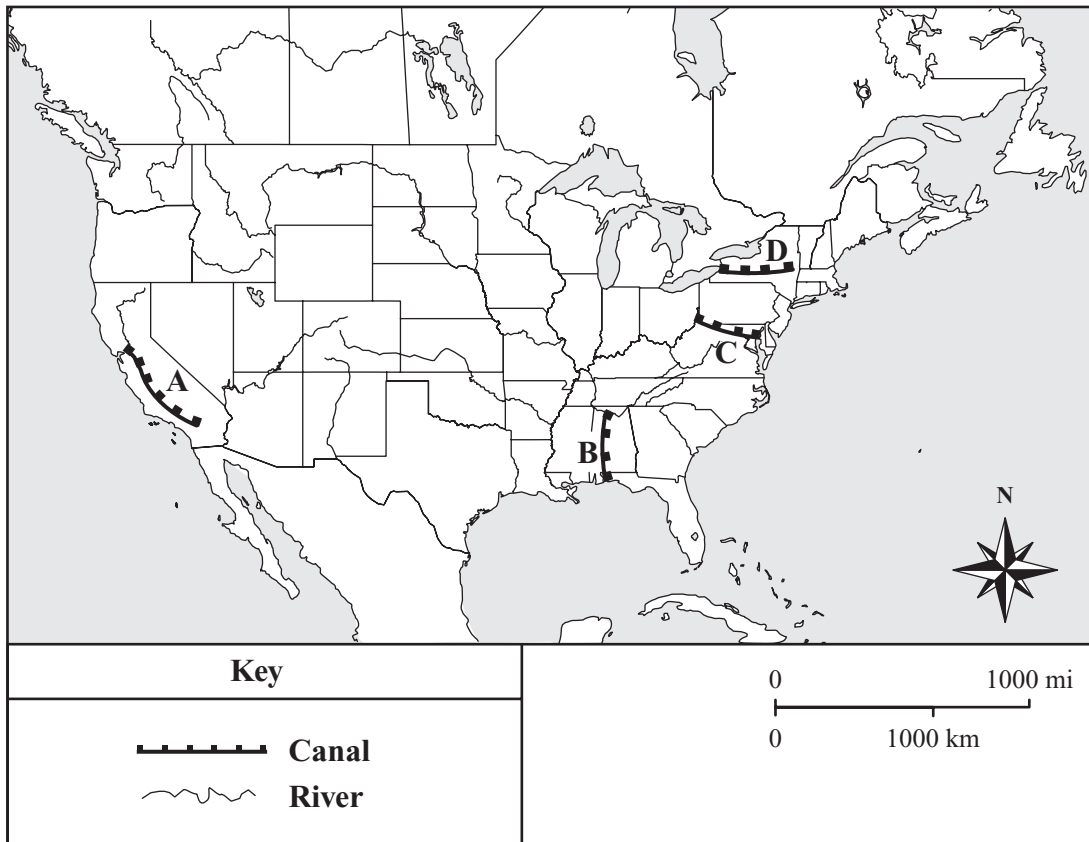
U.S. History

SESSION 2

DIRECTIONS

This session contains seven multiple-choice questions. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

- 17 The map below shows the continental United States with four canals labeled A, B, C, and D.



Which letter marks the location of the Erie Canal?

- A. A
- B. B
- C. C
- D. D

- 18 In 1937, after four years of steady growth, economic activity in the United States declined by 27 percent. Which of the following terms **best** describes this decline in the economy?
- A. affluence
 - B. inflation
 - C. recession
 - D. recovery

- 19 The poster shown below is from World War II.



J. Howard Miller, "We Can Do It!" (ca. 1942)
© J. Howard Miller/CORBIS

- This World War II poster was made to encourage women to
- A. buy war bonds.
 - B. enlist in the military.
 - C. plant victory gardens.
 - D. work in defense industries.

- 20 Which of the following issues was central to the Nullification Crisis of 1832–1833?
- A. due process
 - B. laissez faire
 - C. states' rights
 - D. women's rights
- 21 Which of the following is a responsibility of the Massachusetts Supreme Judicial Court?
- A. to enforce laws
 - B. to write legislation
 - C. to hear cases on appeal
 - D. to propose new amendments
- 22 Which of the following is the **main** reason President Harry Truman gave for ordering an atomic bomb to be dropped on Hiroshima?
- A. to show the world the horror of atomic bombs
 - B. to avoid large American casualties in an invasion of Japan
 - C. to persuade communist China that it should stay out of the war
 - D. to demonstrate to Germany that the United States had an atomic bomb

- 23 The excerpt below is from George Washington's Farewell Address in 1796.

It [party conflict] serves always to distract the public councils and enfeeble the public administration. It agitates the community with ill-founded jealousies and false alarms; kindles the animosity [hatred] of one part against another; foment[s] [provokes] occasionally riot and insurrection.

—George Washington,
Farewell Address (1796)

Which of the following statements **best** summarizes George Washington's view of political parties?

- A. They were sources of corruption.
- B. They were controlled by social elites.
- C. They were sources of division in the country.
- D. They were prone to influence by foreign powers.

High School U.S. History
Spring 2007 Released Items:
Reporting Categories, Standards, and Correct Answers

Item No.	Page No.	Reporting Category	Learning Standard/ Concept and Skill	Correct Answer (MC)*
1	591	<i>Civics and Government</i>	USI.9	D
2	591	<i>Economics</i>	CS.15	A
3	591	<i>United States History I (to 1865)</i>	USI.31	D
4	592	<i>United States History II (to circa 1990)</i>	USII.22	C
5	592	<i>United States History II (to circa 1990)</i>	USII.7	D
6	592	<i>Economics</i>	CS.26	D
7	593	<i>United States History II (to circa 1990)</i>	USII.4	A
8	593	<i>United States History I (to 1865)</i>	USI.41	A
9	593	<i>Civics and Government</i>	USI.25	B
10	593	<i>Civics and Government</i>	USI.12	C
11	595	<i>United States History I (to 1865)</i>	USI.38	B
12	595	<i>United States History I (to 1865)</i>	USI.39	C
13	595	<i>United States History I (to 1865)</i>	USI.38	C
14	596	<i>United States History I (to 1865)</i>	USI.38	
15	597	<i>United States History II (to circa 1990)</i>	USII.28	A
16	597	<i>United States History II (to circa 1990)</i>	USII.6	C
17	598	<i>United States History I (to 1865)</i>	USI.27	D
18	599	<i>Economics</i>	CS.16	C
19	599	<i>United States History II (to circa 1990)</i>	USII.17	D
20	600	<i>United States History I (to 1865)</i>	USI.36	C
21	600	<i>Civics and Government</i>	USI.17	C
22	600	<i>United States History II (to circa 1990)</i>	USII.16	B
23	600	<i>United States History I (to 1865)</i>	USI.20	C

* Answers are provided here for multiple-choice items only. Sample responses and scoring guidelines for the open-response item, which is indicated by the shaded cell, will be posted to the Department's Web site later this year.

