
XXIV. U.S. History, High School

High School U.S. History Test

The spring 2008 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 constitute 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 1877)
- United States History II (1877 to 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 2008 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 thirteen multiple-choice questions and two open-response questions. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

- 1 The photograph below shows the results of a government policy in the 1900s.

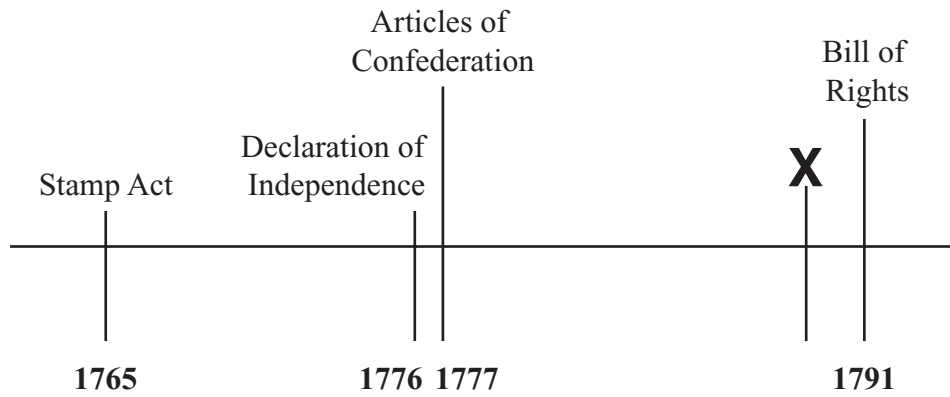


© Bettmann/CORBIS

With which set of government policies is the photograph associated?

- A. the Fair Deal
- B. the New Deal
- C. the New Frontier
- D. the Great Society

- 2 The timeline below matches some important 18th-century documents with the years they were written.



Which document is represented by the **X** on the timeline?

- A. the Monroe Doctrine
- B. the Mayflower Compact
- C. the Kansas-Nebraska Act
- D. the United States Constitution

- 3 If the value of the dollar **increased** in relation to the euro, which of the following would be the most likely result?
- A. The export of American goods to Europe would decrease.
 - B. American consumers would pay more for European goods.
 - C. The number of Americans visiting Europe would decrease.
 - D. European companies would hire more American employees.
- 4 In the mid-19th century, Horace Mann was best known for advocating which of the following?
- A. women's suffrage
 - B. organization of labor
 - C. free public education
 - D. public welfare assistance
- 5 An increase in which of the following will most likely cause inflation?
- A. interest rates
 - B. income taxes
 - C. the money supply
 - D. the unemployment rate
- 6 Prior to the 1900s, which of the following provided the main source of revenue for the federal government?
- A. personal income taxes
 - B. tariffs and excise taxes
 - C. corporate income taxes
 - D. property and estate taxes

Write your answer to open-response question 7 in the space provided in your Student Answer Booklet.

- 7 The right of citizens to participate in government through voting is an essential part of American democracy. Four amendments to the U.S. Constitution that involve voting rights are listed in the box below.

- Fifteenth Amendment
- Nineteenth Amendment
- Twenty-fourth Amendment
- Twenty-sixth Amendment

- a. Describe who has the right to vote in the United States today.
- b. Explain how voting rights have changed since the U.S. Constitution was ratified in 1788.
- c. Choose one amendment from the box and explain how it extended the voting rights of American citizens.

Mark your answers to questions 8 through 10 in the spaces provided in your Student Answer Booklet.

- 8 How did the Marshall Plan contribute to the U.S. policy of containment of communism?
- A. It provided arms to anticommunist forces in Central America.
 - B. It stopped the placement of Soviet missiles in communist Cuba.
 - C. It blocked communist efforts to take over the Korean Peninsula.
 - D. It helped anticommunist governments rebuild war-torn Europe.
- 9 Which of the following actions may be taken by **state** governments?
- A. coining money
 - B. granting patents
 - C. establishing post offices
 - D. issuing driver's licenses

- 10 The excerpt below is from Andrew Jackson's second annual message to Congress in 1830.

What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms, embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings for liberty . . . ?

—Andrew Jackson, second annual message to Congress (December 6, 1830)

In this excerpt, which of the following arguments was President Jackson making to justify removing American Indians from lands they had occupied for centuries?

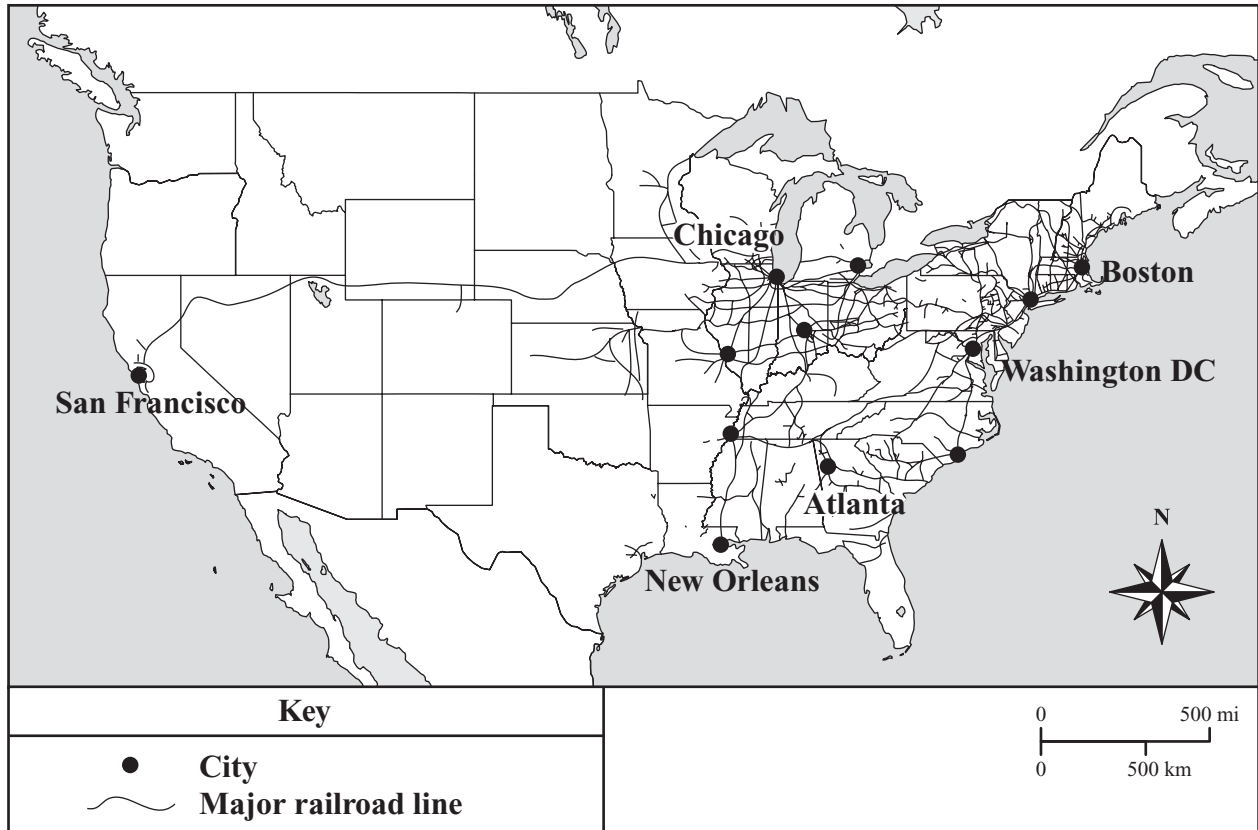
- A. American Indians were destroying the environment.
- B. American Indians were preventing the spread of civilization.
- C. American Indians were not respecting the Missouri Compromise.
- D. American Indians were not obeying the United States Constitution.

The maps that follow show the expansion of the United States railroad system between 1870 and 1890. This section focuses on the development of technology and its effect on economic growth.

First, you will answer three multiple-choice questions. Then you will answer two parts of an open-response question about the railroad industry in the United States.

The Economic Impact of the Railroads

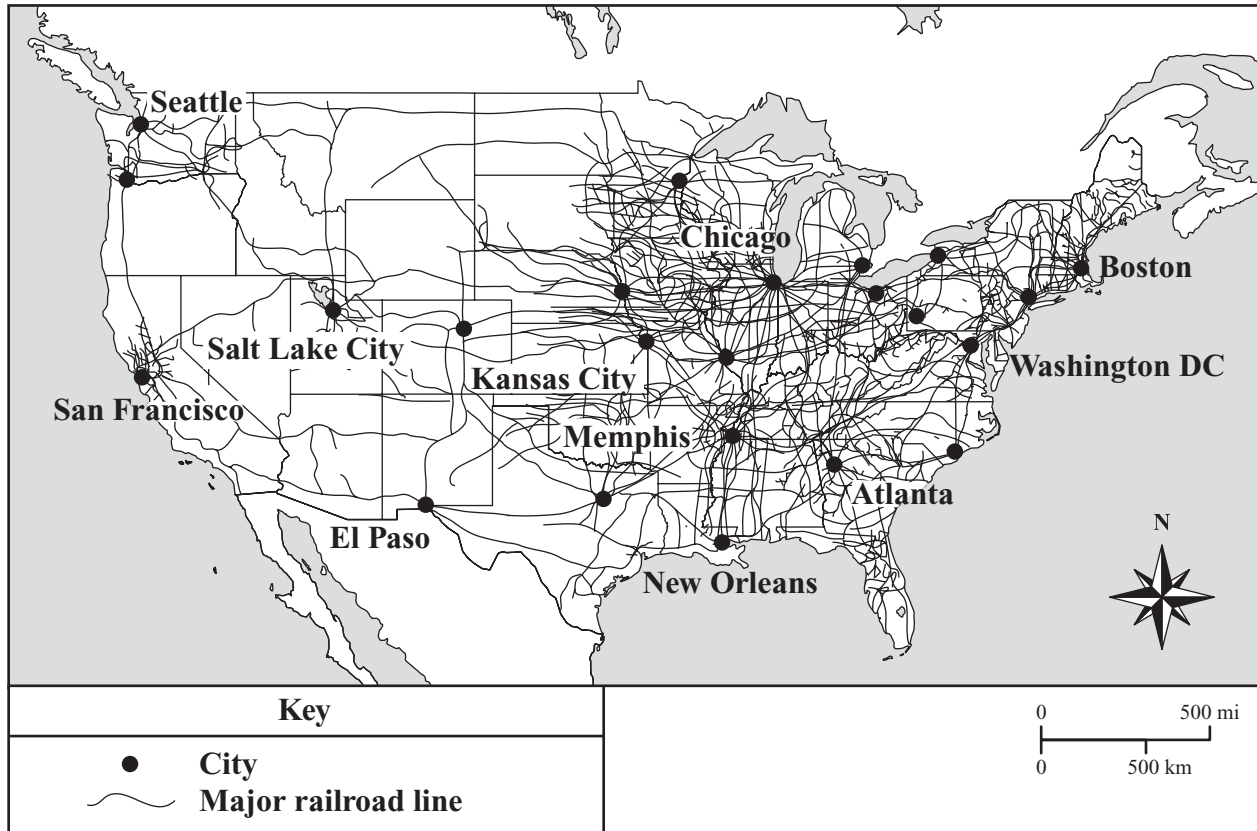
United States Railroad System, 1870



D. Philip Locklin, *Economics of Transportation*, 6th ed. (Richard Irwin: 1966)

The Economic Impact of the Railroads

United States Railroad System, 1890



D. Philip Locklin, *Economics of Transportation*, 6th ed. (Richard Irwin: 1966)

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

11 Which of the following cities became connected to the national railroad system **after** 1870?

- A. Chicago
- B. New Orleans
- C. San Francisco
- D. Seattle

12 Which of the following industries declined as a result of the development of the railroad industry?

- A. coal
- B. stagecoach
- C. steel
- D. telegraph

13 Which of the following groups of people were the primary builders of the first transcontinental railroad in the United States?

- A. federal prison laborers
- B. Chinese and Irish immigrants
- C. captured Confederate soldiers
- D. slaves and free African Americans

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

14 The railroad was one of the most important technological innovations in 19th-century America. It significantly influenced the national economy.

- a. Using information from the two maps, describe **two** changes that took place in the railroad system between 1870 and 1890.
- b. Explain how the development of the railroad industry helped to transform the American economy in the late 19th century. Support your answer with information from the railroad system maps and your knowledge of U.S. history.

Mark your answer to question 15 in the space provided in your Student Answer Booklet.

- 15 The excerpt below is from a treaty signed in 1846 between the United States and Great Britain.

From the point on the forty-ninth parallel of north latitude, where the boundary laid down in existing treaties and conventions between the United States and Great Britain terminates, the line of boundary between the territories of the United States and those of her Britannic Majesty shall be continued westward along the said forty-ninth parallel of north latitude to the middle of the channel which separates the continent from Vancouver's Island . . .

—Treaty with Great Britain (1846)

The terms of this treaty resolved a dispute between the United States and Great Britain over which of the following territories?

- A. the Oregon Territory
- B. the Arizona Territory
- C. the Nebraska Territory
- D. the Louisiana Territory

U.S. History

SESSION 2

DIRECTIONS

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

- 16 Each box below contains a statement about the atomic bomb.

I

Dropping atomic bombs on Japan saved two million American lives.

II

Many scientists, including Enrico Fermi and J. Robert Oppenheimer, helped develop the first atomic bombs.

III

The atomic bomb dropped on Hiroshima was delivered by the bomber named the *Enola Gay*.

IV

The code name for the project that developed the atomic bomb was the Manhattan Project.

Which of the statements is an **opinion** about the atomic bomb?

- A. I
- B. II
- C. III
- D. IV

- 17 Which of the following best describes the form of government of the United States?

- A. direct democracy
- B. military oligarchy
- C. constitutional monarchy
- D. representative democracy

- 18 The excerpt below is from an article by Attorney General A. Mitchell Palmer.

. . . [T]he blaze of revolution was . . . eating its way into the homes of the American workmen, its sharp tongues of revolutionary heat were licking the altars of the churches, leaping into the belfry of the school bell, crawling into the sacred corners of American homes, seeking to replace marriage vows with libertine laws, burning up the foundations of society.

—A. Mitchell Palmer, U.S. Attorney General, “The Case Against the Reds” (1920)

In this excerpt, A. Mitchell Palmer justified his raids against which group?

- A. communists
- B. conservatives
- C. Democrats
- D. Republicans

- 19 In 1848, when European powers threatened to become involved in a domestic dispute in Mexico, President James Polk warned them not to interfere. On which of the following documents did he base his warning?
- A. the Embargo Act
 - B. the Monroe Doctrine
 - C. the Adams-Onís Treaty
 - D. the Declaration of Independence
- 20 Which of the following do governments issue to raise money?
- A. bonds
 - B. stocks
 - C. mutual funds
 - D. trade subsidies
- 21 How did the British victory in the French and Indian War contribute to the beginning of the American Revolution?
- A. Great Britain tried to trade western Virginia to France for Montreal.
 - B. Great Britain tried to sell to France territory conquered during the war.
 - C. Great Britain forced new taxes on American colonists to pay for war debts.
 - D. Great Britain forced American colonists to migrate across the Appalachians.
- 22 President Abraham Lincoln temporarily suspended the writ of habeas corpus during the Civil War. When he did this, which of the following rights of citizens did he temporarily revoke?
- A. the right to bear arms
 - B. the right to own property
 - C. the right to vote in Congressional elections
 - D. the right to be formally charged when arrested

- 23 The excerpt below is from a speech made by Rev. Dr. Martin Luther King Jr. in 1967.

Despite feeble protestations to the contrary, the promises of the Great Society have been shot down on the battlefield of Viet Nam.

—Rev. Dr. Martin Luther King Jr.,
“The Casualties of War in Vietnam” (February 25, 1967)

What point was Dr. King making in this excerpt?

- A. The U.S. government should have provided more aid to the South Vietnamese.
- B. The North Vietnamese were responsible for the weak American economy.
- C. The U.S. government was taking money away from domestic needs to fight a war.
- D. The American public should have provided more moral support to the troops in the war.

- 24 The quotation below is from a speech by President Franklin D. Roosevelt to Congress in 1941.

New circumstances are constantly begetting new needs for our safety. I shall ask this Congress . . . for funds sufficient to manufacture additional munitions and war supplies of many kinds to be turned over to those nations which are now in actual war with aggressor nations. Our most useful and immediate role is to act as an arsenal for them as well as for ourselves.

—Franklin D. Roosevelt,
“Four Freedoms” speech (1941)

Which government program was President Roosevelt proposing in this speech?

- A. the Marshall Plan
- B. the Lend-Lease Act
- C. the Manhattan Project
- D. the Social Security Act

High School U.S. History
Spring 2008 Released Items:
Reporting Categories, Standards, and Correct Answers*

Item No.	Page No.	Reporting Category	Learning Standard/ Concept and Skill	Correct Answer (MC)*
1	589	<i>United States History II (1877 to 1990)</i>	USII.12	B
2	590	<i>United States History I (to 1877)</i>	USI.7	D
3	591	<i>Economics</i>	CS.23	A
4	591	<i>United States History I (to 1877)</i>	USI.30	C
5	591	<i>Economics</i>	CS.21	C
6	591	<i>United States History I (to 1877)</i>	USI.16	B
7	592	<i>Civics and Government</i>	USI.19	
8	593	<i>United States History II (1877 to 1990)</i>	USII.18	D
9	593	<i>Civics and Government</i>	USI.15	D
10	593	<i>United States History I (to 1877)</i>	USI.24	B
11	596	<i>United States History II (1877 to 1990)</i>	USII.2	D
12	596	<i>United States History I (to 1877)</i>	USI.27	B
13	596	<i>United States History II (1877 to 1990)</i>	USII.3	B
14	596	<i>United States History II (1877 to 1990)</i>	USII.1	
15	597	<i>United States History I (to 1877)</i>	USI.26	A
16	598	<i>United States History II (1877 to 1990)</i>	CS.10	A
17	598	<i>Civics and Government</i>	USI.13	D
18	598	<i>United States History II (1877 to 1990)</i>	USII.10	A
19	599	<i>United States History I (to 1877)</i>	USI.26	B
20	599	<i>Economics</i>	CS.15	A
21	599	<i>United States History I (to 1877)</i>	USI.1	C
22	599	<i>Civics and Government</i>	CS.12	D
23	600	<i>United States History II (1877 to 1990)</i>	USII.28	C
24	600	<i>United States History II (1877 to 1990)</i>	USII.15	B

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

