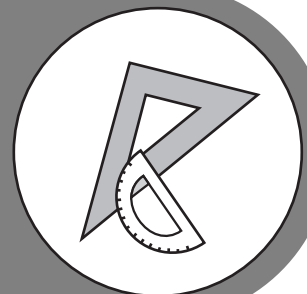


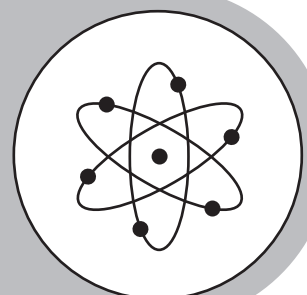
US HISTORY



Study



Guide



Georgia End-Of-Course Tests



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INTRODUCTION

This study guide is designed to help students prepare to take the Georgia End-of-Course Test (EOCT) for ***United States History***. This study guide provides information about the EOCT, tips on how to prepare for it, and some suggested strategies students can use to perform their best.

What is the EOCT? The EOCT program was created to improve student achievement through effective instruction and assessment of the standards in the Quality Core Curriculum specific to the eight EOCT core high school courses. The EOCT program also helps to ensure that all Georgia students have access to a rigorous curriculum that meets high performance standards. The purpose of the EOCT is to provide diagnostic data that can be used to enhance the effectiveness of schools' instructional programs.

The Georgia End-of-Course Testing program is a result of the A+ Educational Reform Act of 2000, O.C.G.A. §20-2-281. This act requires that the Georgia Department of Education create end-of-course assessments for students in grades nine through twelve for the following core high school subjects:

Mathematics

- Algebra I
- Geometry

Social Studies

- United States History
- Economics/Business/Free Enterprise

Science

- Biology
- Physical Science

English Language Arts

- Ninth Grade Literature and Composition
- American Literature and Composition

Getting started: The HOW TO USE THE STUDY GUIDE section on page 2, outlines the contents in each section, lists the materials you should have available as you study for the EOCT, and suggests some steps for preparing for the ***U.S. History EOCT***.

HOW TO USE THE STUDY GUIDE

This study guide is designed to help you prepare to take the *U.S. History EOCT*. It will give you valuable information about the EOCT, explain how to prepare to take the EOCT, and provide some opportunities to practice for the EOCT. The study guide is organized into three sections. Each section focuses on a different aspect of the EOCT.

The **OVERVIEW OF THE EOCT** section on page 4 gives information about the test: dates, times, question format, and number of questions that will be on the *U.S. History EOCT*. This information can help you better understand the testing situation and what you will be asked to do.

The **PREPARING FOR THE EOCT** section that begins on page 5 provides helpful information on study skills and general test-taking skills and strategies. It explains what you should do before the test to ensure that you are prepared and what you should do during the test to ensure the best test-taking situation possible.

The **TEST CONTENT** section that begins on page 11 explains what the *U.S. History EOCT* specifically measures. When you know the test content and how you will be asked to demonstrate your knowledge, it will help you be better prepared for the EOCT. This section also contains some test-taking strategies for successfully answering questions on the EOCT.

With some time, determination, and guided preparation, you will be better prepared to take the *U.S. History EOCT*.



GET IT TOGETHER

In order to make the most of this study guide, you should have the following:

Materials:

- ✓ This study guide
- ✓ Pen or Pencil
- ✓ Highlighter
- ✓ Paper

Resources:

- ✓ Dictionary
- ✓ U.S. History textbook
- ✓ A teacher or other adult

Study Space:

- ✓ Comfortable (but not too comfortable)
- ✓ Good lighting
- ✓ Minimal distractions
- ✓ Enough work space

Time Commitment:

- ✓ When are you going to study?
- ✓ How long are you going to study?

Determination:

- ✓ Willingness to improve
- ✓ Plan for meeting goals

**SUGGESTED STEPS FOR USING THIS STUDY GUIDE**

- 1** Familiarize yourself with the structure and purpose of the study guide.
(You should have already read the INTRODUCTION and HOW TO USE THE STUDY GUIDE. Take a few minutes to look through the rest of the study guide to become familiar with how it is arranged.)
- 2** Learn about the test and expectations of performance.
(Read OVERVIEW OF THE EOCT.)
- 3** Improve your study skills and test-taking strategies.
(Read PREPARING FOR THE EOCT.)
- 4** Learn what the test will assess by studying each domain and the strategies for answering questions that assess the standards in the domain.
(Read TEST CONTENT.)
- 5** Answer the sample questions at the end of each domain section. Check your answers against the annotated answers to see how well you did.
(See TEST CONTENT.)

OVERVIEW OF THE EOCT

Good test takers understand the importance of knowing as much about a test as possible. This information can help you determine how to study and prepare for the EOCT and how to pace yourself during the test. The box below gives you a “snapshot” of the *U.S. History* EOCT and other important information.



THE EOCT AT A GLANCE

Administration Dates:

The EOCT will be given three times a year: once in the spring, once in the summer, and once in the winter.

Administration Time:

Each EOCT is comprised of two sections; each section will take 45 to 60 minutes to complete. You will have 100 to 135 minutes to complete each EOCT. You will be given a 5-minute stretch break between the two sections of the test.

Question Format:

All the questions on the EOCT are multiple choice.

Number of Questions:

Each section of the EOCT contains 45 questions; there are a total of 90 questions on the EOCT.

If you have additional administrative questions regarding the EOCT, please visit the Georgia Department of Education website at www.doe.k12.ga.us, see your teacher, or see your school test coordinator.



PREPARING FOR THE EOCT



WARNING!

You cannot prepare for this kind of test in one night. Questions will ask you to apply your knowledge, not list specific facts. Preparing for the EOCT will take time, effort, and practice.

In order to do your best on the *U.S. History* EOCT, it is important that you take the time necessary to prepare for this test and develop those skills that will help you take the EOCT.

First, you need to make the most of your classroom experiences and test preparation time by using good **study skills**. Second, it is helpful to know general **test-taking strategies** to ensure that you will achieve your best score.

Study Skills

A LOOK AT YOUR STUDY SKILLS



Before you begin preparing for this test, you might want to consider your answers to the following questions. You may write your answers here or on a separate piece of paper.

1. How would you describe yourself as a student?
Response: _____
2. What are your study skills strengths and/or weaknesses as a student?
Response: _____
3. How do you typically prepare for a history test?
Response: _____
4. Are there study methods you find particularly helpful? If so, what are they?
Response: _____
5. Describe an ideal study situation (environment).
Response: _____
6. Describe your actual study environment.
Response: _____
7. What can you change about the way you study to make your study time more productive?
Response: _____

Effective study skills for preparing for the EOCT can be divided into three categories.

- ◆ **Time Management**
- ◆ **Organization**
- ◆ **Active Participation**



Time Management

Do you have a plan for preparing for the EOCT? Often students have good intentions for studying and preparing for a test, but without a plan, many students fall short of their goals. Here are some strategies to consider when developing your study plan. (See Appendices A–D for SAMPLE STUDY PLAN SHEETS that you can use to help you create your study plan.)

- ◆ Set realistic goals for what you want to accomplish during each study session and chart your progress.
- ◆ Study during your most productive time of the day.
- ◆ Study for reasonable amounts of time. Marathon studying is not productive.
- ◆ Take frequent breaks. Breaks can help you stay focused. Doing some quick exercises (e.g., sit-ups or jumping jacks) can help you stay alert.
- ◆ Be consistent. Establish your routine and stick to it.
- ◆ Study the most challenging test content first.
- ◆ For each study session, build in time to review what you learned in your last study session.
- ◆ Evaluate your accomplishments at the end of each study session.
- ◆ Reward yourself for a job well done.

Organization

You don't want to waste your study time. Searching for materials, trying to find a place to study, and debating what and how to study can all keep you from having a productive study session. Get organized and be prepared. Here are a few organizational strategies to consider.



- ◆ Establish a study area that has minimal distractions.
- ◆ Gather your materials in advance.
- ◆ Develop and implement your study plan (see Appendices A–D for SAMPLE STUDY PLAN SHEETS).

Active Participation



Students who actively study will learn and retain information longer. Active studying also helps you stay more alert and be more productive while learning new information. What is active studying? It can be anything that gets you to interact with the material you are studying. Here are a few suggestions.

- ◆ Carefully read the information and then DO something with it. Mark the important points with a highlighter, circle it with a pen, write notes on it, or summarize the information in your own words.
- ◆ Ask questions. As you study, questions often come into your mind. Write them down and actively seek the answers.
- ◆ Create sample test questions and answer them.
- ◆ Find a friend who is also planning to take the test and quiz each other.

Test-taking Strategies

There are many test-taking strategies that you can use before and during a test to help you have the most successful testing situation possible. Below are a few questions to help you take a look at your test taking skills.



A LOOK AT YOUR TEST-TAKING SKILLS

As you prepare to take the EOCT, you might want to consider your answers to the following questions. You may write your answers here or on your own paper.

1. How would you describe your test-taking skills?

Response: _____

2. How do you feel when you are taking a test?

Response: _____

3. List the strategies that you already know and use when you are taking a test.

Response: _____


4. List test-taking behaviors you use when preparing for and taking a test that do not contribute to your success?

Response: _____

5. What would you like to learn about taking tests?

Response: _____

Suggested Strategies to Use to Prepare for the EOCT

 **Learn from the Past.** Think about your daily/weekly grades in your social studies classes (past and present) to answer the following questions.

- In which specific areas of social studies were you or are you successful?

Response: _____


- Is there anything that has kept you from achieving higher scores?


Response: _____

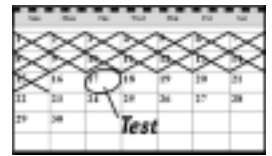
- What changes should you implement to achieve higher scores?

Response: _____

Before taking the EOCT, work toward removing or minimizing any obstacles that might stand in the way of you performing your best. The test preparation ideas and test-taking strategies in this section are designed to help guide you to accomplish this.

 **Be Prepared.** The best way to perform well on the EOCT is to be prepared. In order to do this, it is important that you know what standards/skills will be measured on the **U.S. History EOCT** and then practice understanding and using those standards/skills. The standards that will be measured in this EOCT are located in the **U.S. History Quality Core Curriculum (QCC)**. The **OVERVIEW OF THE EOCT** and **TEST CONTENT** sections of this study guide are designed to help you understand which specific standards are on the **U.S. History EOCT** and give you suggestions for how to study the standards that will be assessed. Take the time to read through this material and follow the study suggestions. You can also ask your history teacher for any suggestions he or she might offer on preparing for the EOCT.

 **Start Now.** Don't wait until the last minute to start preparing. Begin early and pace yourself. By preparing a little bit each day, you will retain the information longer and increase your confidence level. Find out when the EOCT will be administered, so you can allocate your time appropriately.



Suggested Strategies to Use the Day Before the EOCT

- ✓ **Review what you learned from this study guide**
 1. Review the general test-taking strategies discussed in the TOP 10 SUGGESTED STRATEGIES TO USE DURING THE EOCT on page 10.
 2. Review the content-domain specific information discussed in the section, TEST CONTENT, beginning on page 11.
 3. Focus your attention on the domain, or domains, that you are most in need of improving.
- ✓ **Take care of yourself**
 1. Try to get a good night's sleep. Most people need an average of 8 hours, but everyone's sleep needs are different.
 2. Don't drastically alter your routine. If you go to bed too early, you might lie in bed thinking about the test. You want to get enough sleep so you can do your best.

Suggested Strategies to Use the Morning of the EOCT



Eat a good breakfast. Eat some food that has protein in it for breakfast (and for lunch if the test is given in the afternoon). Some examples of foods high in protein are peanut butter, meat, and eggs. Protein gives you long-lasting, consistent energy that will stay with you through the test to help you concentrate better. Some people believe it is wise to eat some sugar before a test, claiming it gives them an energy boost. In reality, the energy boost is very short lived and you actually end up with less energy than before you ate the sugar. Also, don't eat too much. A heavy meal can make you feel tired. So think about what you eat before the test.



Dress appropriately. If you are too hot or too cold during the test, it can affect your performance. It is a good idea to dress in layers, so you can stay comfortable, regardless of the room temperature, and keep your mind on the EOCT.








Arrive for the test on time. Racing late into the testing room can cause you to start the test feeling anxious. You want to be on time and prepared.

TOP 10

Suggested Strategies to Use During the EOCT

These general test-taking strategies can help you do your best during the EOCT.

- 1 Focus on the test.**  Try to block out whatever is going on around you. Take your time and think about what you are asked to do. Listen carefully to all the directions.
- 2 Budget your time.**  Be sure that you allocate an appropriate amount of time to work on each question on the test.
- 3 Take a quick break if you begin to feel tired.** To do this, put your pencil down, relax in your chair, and take a few deep breaths. Then, sit up straight, pick up your pencil, and begin to concentrate on the test again. Remember that each test section is only 45 to 60 minutes.
- 4 Use positive self-talk.** If you find yourself saying negative things to yourself like, “I can’t pass this test,” it is important to recognize that you are doing this. Stop and think positive thoughts like, “I prepared for this test, and I am going to do my best.” Letting the negative thoughts take over can affect how you take the test and your test score.
- 5 Mark in your test booklet.**  Mark key ideas or things you want to come back to in your test booklet. Remember that only the answers marked on your answer sheet will be scored.
- 6 Read the entire question and the possible answer choices.** It is important to read the entire question so you know what it is asking. Read each possible answer choice. Do not mark the first one that “looks good.”
- 7 Use what you know.**  Draw on what you have learned in class, from this study guide, and during your study sessions to help you answer the questions.
- 8 Use content domain-specific strategies to answer the questions.** In the TEST CONTENT section, there are a number of specific strategies that you can use to help improve your test performance. Spend time learning these helpful strategies, so you can use them while taking the test.
- 9 Think logically.** If you have tried your best to answer a question but you just aren’t sure, use the process of elimination. Look at each possible answer choice. If it doesn’t seem like a logical response, eliminate it. Do this until you’ve narrowed down your choices. If this doesn’t work, take your best educated guess. It is better to mark something down than to leave it blank.
- 10 Check your answers.**  When you have finished the test, go back and check your work.

A WORD ON TEST ANXIETY

It is normal to have some stress when preparing for and taking a test. It is what helps motivate us to study and try our best. Some students, however, experience anxiety that goes beyond normal test “jitters.” If you feel you are suffering from test anxiety that is keeping you from performing at your best, please speak to your school counselor who can direct you to resources to help you address this problem.

TEST CONTENT

Up to this point in the study guide, you have been learning various strategies on how to prepare for and take the EOCT. This section focuses on what will be tested. It also includes a section of sample items that will let you apply what you have learned in your classes and from this study guide.

The Georgia End-of-Course Test (EOCT) for ***U.S. History*** is designed to test six major areas of knowledge, called **content domains**. The content domains are broad categories. Each of the content domains is broken down into smaller ideas. These smaller ideas are called **content standards**, or just standards. Each content domain contains standards that cover different ideas related to its content domain. Each question on the EOCT measures an individual standard within a content domain.

UNDERSTANDING THE STANDARDS

One way to think about **content domains** and **standards** is to think about a supermarket. Supermarkets often group similar foods in the same aisles or areas of the store. For example, the section of the store marked “Fresh Fruits” will be a section filled with apples, oranges, and bananas, to name just a few. So the part of the store called “Fresh Fruits” is like the domain name, and all the various items—apples, oranges, bananas—are the standards that fall under that domain.



The six content domains for the ***U.S. History EOCT*** are important for several reasons. Together, they cover the important skills and concepts needed to understand how past events have influenced and continue to influence the United States. Another more immediate reason that the content domains are important has to do with test preparation. The best way to prepare for any test is to study to know the material measured on the test. Since the ***U.S. History EOCT*** covers the six content domains and nothing else, isn't it a good idea to learn as much about the domains as you can? The more you understand about these domains, the greater your opportunity to be successful on the EOCT.

The chart below lists the six content domains for the ***U.S. History EOCT***.

CONTENT DOMAINS

- I. Fundamental Social Studies Skills
- II. Colonization to the Constitution (Beginnings to 1789)
- III. A New Nation: (1790 – 1860)
- IV. Civil War, Reconstruction, and the Industrial Age (1860 – 1910)
- V. World Power and Domestic Reform (1896 – 1940)
- VI. The Modern Era (1940 to the Present)

Studying the Content Domains

You should plan to study/review the standards for ALL the content domains. To learn what the EOCT will cover, work through this TEST CONTENT section. It is organized by the Content Domains into the following areas:

- **A Look at the Content Domain:** an overview of what will be assessed in the content domain.
- **Spotlight on the Standards:** information about the specific standards that will be assessed. (Note: The names of the standards may not be the exact names used by the Georgia Department of Education. Some of the names in this guide may have been modified to reflect the fact that this book is designed for students and not for professional educators.
- **Sample Questions:** sample questions *similar* to those that appear on the EOCT.
- **Answers to the Sample Questions:** in-depth explanations of the answers to sample questions.

About this Study Guide

U.S. History is a very broad subject. To provide you with all the detailed information on U.S. History in this study guide would take hundreds of pages. Instead, this guide will provide you with some specific information that you will need to know for the test and help direct your study efforts. Your U.S. History textbook will be your best source of additional information.

Content Domain I: Fundamental Social Studies Skills



A LOOK AT CONTENT DOMAIN I

Test questions in this content domain will measure your ability to explain how the United States has changed over time, order important events and eras in U.S. History, and use information processing skills necessary for the study of history. Your answers to the questions will help show how well you can perform on the following standards:

- ▲ Use and understand maps, charts, graphs, time lines, and flowcharts
- ▲ Use and understand quotations and historical documents
- ▲ Analyze important social, political, and economic issues in U.S. History
- ▲ Locate the original thirteen colonies and trace the territorial expansion of the United States
- ▲ Compare patterns of agricultural and industrial development in different regions
- ▲ Describe the effects of population changes
- ▲ Relate past to present, draw conclusions, and make generalizations about change and continuity in U.S. History



Spotlight on the Standards

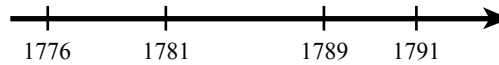
▲ *Use and Understand Maps, Charts, Graphs, Time Lines, and Flowcharts* ▲

The purpose of this standard is to measure your ability to gather information and draw conclusions based on information contained in time lines, flowcharts, maps, charts, graphs, and other graphic organizers. Your ability to use time lines and flowcharts will be specifically addressed by individual questions, but your ability to use maps, graphs, charts and other graphic organizers will be tested along with other content from this and other domains.

Time lines are chronological lists of related events. On the EOCT you will be asked to use time lines in two ways. The first way tests your ability to put events in the proper order.

A question on the EOCT for this standard might look like this:

- | |
|---------------------------------|
| I U.S. Bill of Rights |
| II U.S. Constitution |
| III Declaration of Independence |
| IV Articles of Confederation |



How would the documents above be placed on the time line by correct order of occurrence?

- A** I, III, II, IV
- B** II, I, III, IV
- C** III, IV, II, I
- D** IV, I, III, II

The first step in establishing the United States and its government was declaring independence from England. The correct answer is C. It would have been irrelevant for the other documents mentioned in the question to be written if the United States had not established its independence. Answering questions like this requires a broad knowledge of U.S. History. Sometimes you will need to know the order in which major events occurred, and sometimes you will need to know the order in which specific events within an important era occurred.

The second way in which the EOCT will expect you to use time lines is to recognize cause and effect relationships and draw conclusions. Look at the time line below. What conclusions can you draw based on the information provided?

1812 - 1814	United States fights a war against Great Britain in North America
1846 - 1848	United States fights war against Mexico
1861 - 1865	United States fights Civil War in North America between the North and the South
1898	United States fights war against Spain in the Philippines and Cuba
1917 - 1918	United States fights against the Central Powers in Europe
1941 - 1945	United States fights against the Axis Powers in Europe and the Pacific

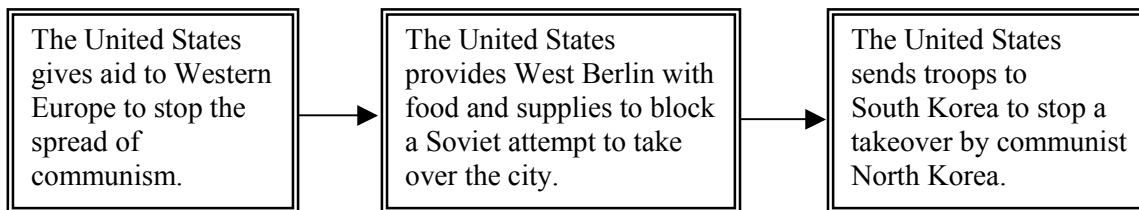
Two conclusions can be drawn from the time line above. First, the United States was more concerned with wars fought in the Americas before 1898. Second, the United States became more involved in world affairs during the 20th century than it had been during most of the 19th century.

STRATEGY BOX – Things Change

When looking at time lines remember that all the items in the time line are related to one another in some way. Look for the relationship between the items first and then look for how the items in the time line change over time. Often questions involving time lines will ask you to draw conclusions based on those changes. Sometimes the question will ask you to give a title reflecting the relationship and the changes that occurred.

Flowcharts are similar to time lines in that they show relationships between events in chronological order, but they are much more likely to be used to ask about cause and effect relationships—how one event led to another or how a series of events led to a larger event. Flowcharts are also used to show the origin and completion of a cycle and to show change over time.

Questions testing your ability to interpret flowcharts might look like this:



U.S. involvement in which of the following BEST continues the flowchart above?

- A World War II
- B the Vietnam Conflict
- C the Gulf War
- D the Panama Invasion

The important thing to understand when answering questions about flowcharts is the relationship between the items in the chart. In the example above, all the items describe Cold War actions by the United States designed to stop the spread of communism. So, the answer has to be a U.S. action taken for the same reason. Therefore, the answer is B because the United States became involved in the Vietnam conflict to stop the spread of communism into South Vietnam.

Your skill in using **maps**, **charts**, **graphs**, and **graphic organizers** will not be tested directly, but will instead be a part of questions covering other standards within this domain and elsewhere on the *U.S. History EOCT*. The best way to prepare for these types of questions is to practice using them and to know how each might be used.

STRATEGY BOX – Test Yourself

Find examples of maps, pie charts, bar graphs, line graphs, and graphic organizers in your textbook and make up your own questions about them. Don't just ask simple questions that only involve reading the map or graph. Ask yourself what the map or graph means or what it does and does not show.

The various ways of graphically representing information are used for different reasons:



Maps are used to represent geographic information. Often the maps you will see on the EOCT will show movement of people, land usage, changing population centers, etc. Look at the key for clues about what the map is supposed to show.



Pie Charts are used to show the relationship between parts of a whole. In history they are used to show a percentage breakdown of things like immigration, employment, or budgets for a given amount of time.



Bar and Line Graphs are used to show change over time or how one time period differed from another. The important information is often represented by the changes in the height of the bars or the ups and downs of the line.



Graphic Organizers are used to show cause and effect relationships. You might be asked to identify various effects of major events, inventions, or movements, or to identify the cause of a series of related effects.

▲ Use and Understand Quotations and Historical Documents ▲

This standard will measure your ability to read and determine the meaning of quotes from famous speeches and documents. Of course, you will also need to know something about the historical context in which the speech or document was produced. A question over this standard might look like this:

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

—The Preamble to the Constitution

The Preamble of the Constitution expresses the authors’ belief that

- A** citizens are the source of political power
- B** local and national governments should share power
- C** legislative and executive powers should be separate
- D** government power should be very limited

The Preamble to the Constitution is one of the classic statements of popular sovereignty, the power of the people. Therefore, the answer is A. The other answer options are all principles on which the Constitution is based, but the only one specifically referred to in the Preamble is popular sovereignty.

Some Important Speeches and Documents from U.S. History

- The Mayflower Compact
- The Declaration of Independence
- The United States Constitution
- The Virginia Statute for Religious Freedom
- The Bill of Rights
- The Gettysburg Address
- Wilson’s Fourteen Points
- Martin Luther King, Jr.’s “Letter from a Birmingham Jail”

To prepare for questions on this standard you might review the major ideas contained in the documents listed at the right. Also, be prepared for questions that ask you to analyze political cartoons, pictures, and other graphic materials.

▲ **Analyze Important Social, Political, and Economic Issues in U.S. History** ▲

There are some fundamental issues that have shaped and continue to shape U.S. History. Some of these include:

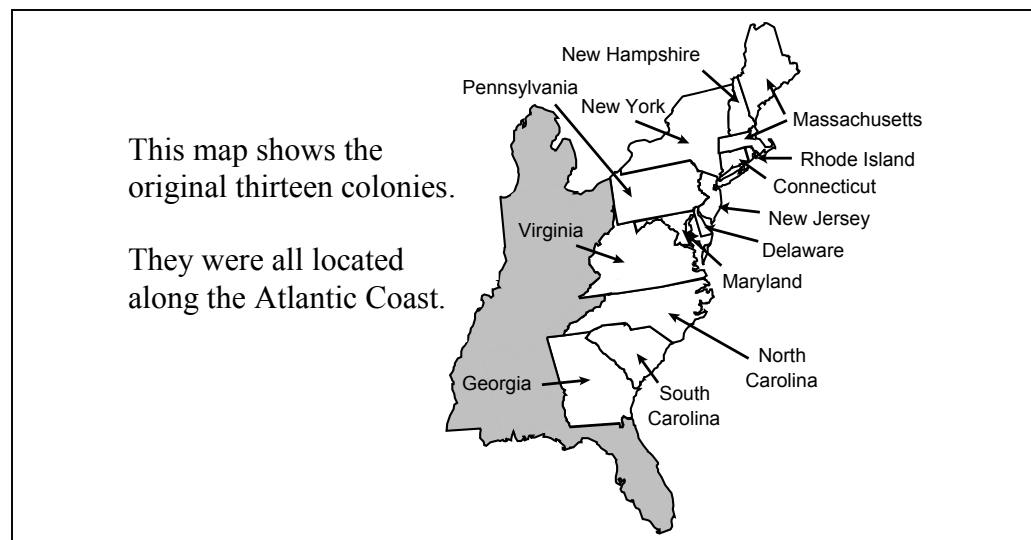
- Do citizens have the right to disobey laws they believe to be immoral?
- Should the government have the power to tell people what to do with their property?
- Does the right to a fair trial limit the freedom of the press?
- When do individual rights outweigh the power of the majority?
- What has been the impact of racism and discrimination?
- What were the effects of slavery on the early development of the United States?
- How have individual rights and civil rights progressed in the United States over time?

Use your history textbook to review these issues and others and the historical events surrounding each.

▲ **Locate the Original Thirteen Colonies and Trace the Territorial Expansion of the United States** ▲

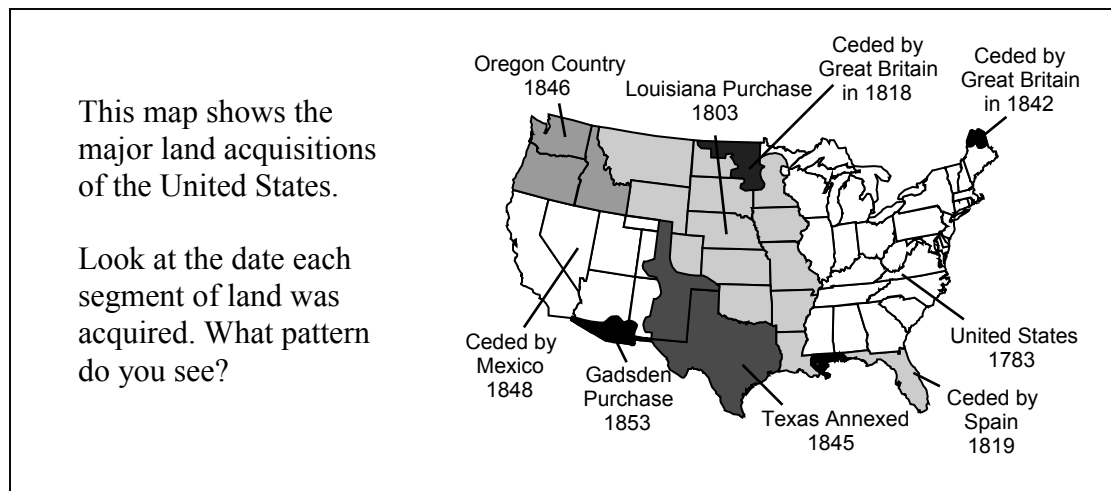
The settlement of the United States moved gradually westward from the East Coast. Numerous questions can be asked regarding the expansion of the original colonies. Why were the original thirteen colonies along the Atlantic Ocean rather than the Pacific Ocean? What role did geography play in determining the location of the colonies? Why were areas in California settled earlier than those on the Great Plains?

Many early citizens believed that it was the right and duty of the United States to settle the land between the Atlantic and Pacific Oceans. This standard focuses on how the United States expanded from the original thirteen colonies to the Pacific Coast and how climate and geography determined the settlement patterns associated with both the colonies and new states.



Some questions measuring this aspect of the standard might include:

- What was life like for the travelers and the early settlers in the western lands?
- How did geographical features impede their progress?
- How did the availability of land and, later, the lure of gold and natural resources convince people to move towards the Pacific Ocean?
- How did the Louisiana Purchase and the acquisition of the Mexican territory contribute to the growth of the United States?
- What historical events led to the acquisition of these lands?
- How did the issue of slavery impact the admittance of new states into the Union?



There are a few basic things about the territorial expansion of the United States to keep in mind:

- Generally speaking, territorial expansion moved the border of the United States westward toward the Pacific Ocean.
- The territory between the original colonies and the Mississippi River was acquired as a result of the treaty that ended the American Revolution in 1783.
- The Louisiana Purchase (1803) added most of the territory between the Mississippi River and the Rocky Mountains.
- The Mexican Cession (1848), a result of the treaty ending the Mexican-American War, added much of the territory between the Louisiana Purchase and the Pacific Ocean.
- The territory that includes Oregon and Washington was acquired in a settlement with Great Britain.
- The following states were acquired separately: Florida, Texas, Alaska, and Hawaii.

⚡ Compare Patterns of Agriculture and Industrial Development in Different Regions ⚡

Over time, the regions of the United States began specializing in different types of economic activity. For example, during the Industrial Revolution, the Northeast and the Midwest became centers of manufacturing which contributed to the growth of numerous large cities. At the same time, the economy of the Southeast remained focused on agriculture with the development of few large cities.

This standard is very broad and will include questions that compare one region of the country to another and will examine the developing economies of the different regions. Many of the questions will include graphs, maps, and charts. Look for examples of these in sections of your textbook that compare the individual colonies, compare the North to the South before the Civil War, illustrate the effects of the Industrial Revolution, and examine the settlement of the Great Plains.

⚡ Describe the Effects of Population Changes ⚡

Increasing population size and regional shifts in population have been major factors contributing to change in the United States. Be prepared to answer questions about population growth and movement that include the use of graphs, charts and maps. Once again, a good way to prepare for these questions would be to look for maps, charts, and graphs dealing with population changes. Questions may cover such topics as the growth of cities, urban and rural population figures, and the effects of immigration on U.S. society. Use the index in your textbook to look up these topics and other population issues.

⚡ Relate Past to Present, Draw Conclusions, and Make Generalizations about Change and Continuity in U. S. History ⚡

Dates and times are important in studying history, but the EOCT does not require you to memorize specific dates. Instead, it will test your ability to place dates in the appropriate century, draw conclusions based on your knowledge of time periods, and make generalizations and reach conclusions about how things have changed or remained the same over time.

STRATEGY BOX — Lose the Last Two Digits

There is a simple way to determine the century in which a specific date occurred. Cover the last two digits of the date with your finger and add one to the numbers that remain. For example:

$$1776 = 17(76) = 17 + 1 = 18\text{th century}$$

If a question asks you to determine the correct century in which a year whose last two numbers are zero, eliminate the last two digits and the first two will be the same as the correct century. For example:

$$1900 = 19(00) = 19\text{th century}$$

Drawing conclusions and making generalizations based on time involves explaining why things happened when they did. A question over this standard might look like this:

Which of the following led to United States involvement in conflicts with other nations during the early 20th century?

- A increasing immigration
- B westward expansion
- C union activity
- D international trade

The United States often became involved in international conflicts as a result of the expansion of international trade. For example, the United States declared war on Germany during World War I after German submarines resumed unrestricted submarine warfare that threatened international trade. The correct answer is D. A knowledge of the major periods of U.S. History and the important events of those time periods would answer questions for this standard. Use the list in the box to the right and your textbook to review these time periods.

Finally, in answering questions for this standard, you will be expected to explain why over the course of U.S. History some things have changed and others have remained. A basic knowledge of factors that have led to major changes in the United States and the effects those changes have had will be useful. Some major causes of change in the United

Major Time Periods in U.S. History

- The Colonial Period (1607–1763)
- The Road to Revolution (1763–1775)
- The American Revolution (1775–1783)
- The Creation of the Constitution (1787–1789)
- The Growth of Sectional Differences (1828–1861)
- The Civil War (1861–1865)
- Reconstruction (1865–1877)
- The Industrial Revolution (1876–1914)
- The Progressive Era (1880–1920)
- World War I (1914–1918)
- The Great Depression (1929–1941)
- World War II (1941–1945)
- The Cold War (1945–1989)

States have been warfare, industrialization, westward expansion, migration, immigration, and technology.

Few things have remained constant throughout the life of the nation. The basic form of our government has remained unaltered since the writing of the Constitution. A belief in the importance of individual rights was central to the writing of such important documents as the Declaration of Independence and remains as strong today as it did in the 18th century. Questions for this standard may also ask you to interpret maps, graphs, charts, and graphic organizers.

Sample Questions for Content Domain I

This section has some sample questions for you to try. After you have answered all of the questions, check your answers in the “Answers to the Content Domain I Sample Questions” section that follows. This section will give you the correct answer to each question and explain why the other answer choices are incorrect.

- | | |
|---|--|
| <p>1 During the late 19th century the population of U.S. cities increased as a result of</p> <ul style="list-style-type: none">A imperialismB nativismC immigrationD populism <p>2 The economy of the New England colonies in the early 1700s was most dependent on</p> <ul style="list-style-type: none">A coal miningB maritime tradeC tobacco exportingD rice farming <p>3 The territory that makes up a large section of Arizona was acquired as a result of</p> <ul style="list-style-type: none">A a treaty that ended the Revolutionary WarB the Louisiana PurchaseC a treaty with Great BritainD the Mexican-American War | <p>4 Which statement is most accurate as it relates to changes in the United States since the writing of the Constitution?</p> <ul style="list-style-type: none">A The role of the United States in international affairs has increasedB The individual rights of U.S. citizens have been reducedC The requirements to qualify for voting in U.S. elections have increasedD The economic power of the United States has been reduced <p>5 In which century did the year 1607 occur?</p> <ul style="list-style-type: none">A the 15th centuryB the 16th centuryC the 17th centuryD the 18th century |
|---|--|

Answers to the Content Domain I Sample Questions

1. Answer: **C** Standard: *Describe the effects of population changes*
Massive immigration to the United States during the Industrial Revolution brought many immigrants into cities looking for factory work. Choices **A**, **B**, and **D** are all features of U.S. society and politics during the late 19th century, but none had a direct impact on population growth in the cities. Of the choices given, only immigration affected the growth of cities.

2. Answer: **B** Standard: *Compare patterns of agricultural and industrial development in different regions*
Choice **A** is incorrect because the region does not contain large coal deposits. In addition, during the colonial period large scale mining operations in North America required massive amounts of labor. The availability of shipbuilding materials, good harbors, large fishing banks in the North Atlantic, and poor agricultural conditions contributed to the growth of maritime trade, so choice **B** is correct. Choices **C** and **D** are incorrect because the resources, climate, and land of New England prevented the creation of large farms that grew cash crops. The environment of New England does not allow for the production of large amounts of rice or tobacco.

3. Answer: **D** Standard: *Locate the original thirteen colonies and trace the territorial expansion of the United States*
The United States victory over Mexico in the Mexican-American War resulted in Mexico surrendering what is now the southwestern part of the United States. Known as the Mexican Cession, the land now makes up the states of Arizona, California, New Mexico, Colorado, Utah, and Nevada. Choices **A**, **B**, and **C** all involve the acquisition of major pieces of land, but not in the southwestern region of the United States.

4. Answer: **A** Standard: *Relate past to present, draw conclusions, and make generalizations about change and continuity in U.S. History*
During the 18th and 19th centuries the United States did not play a significant role in world affairs. But, beginning in the 20th century, the United States took an increasingly active role in world affairs and emerged at the end of the Cold War as one of the world's superpowers. Choices **B**, **C**, and **D** are not accurate characterizations of changes that have taken place over the history of the United States.

5. Answer: **C** Standard: *Relate past to present, draw conclusions, and make generalizations about change and continuity in U.S. History*
All dates within the 1600s, with the exception of 1600 itself, are a part of the 17th century. Choices **A**, **B**, and **D** are incorrect. The 15th century covers the years 1401–1500, the 16th century the years 1501–1600, and the 18th century the years 1701–1800.

Content Domain II: Colonization to the Constitution (Beginnings to 1789)



A LOOK AT CONTENT DOMAIN II

Test questions in this content domain will measure your knowledge of the colonization of North America and the creation of the United States government. Your answers to the questions in this content domain will show how well you can perform on the following standards:

- ✧ Describe the culture of Native Americans and identify the reasons for European colonization of North America
- ✧ Explain and analyze the social, political, religious, and economic development of the American colonies
- ✧ Explain the causes and effects of the French and Indian War
- ✧ Explain the causes of the American Revolution
- ✧ Describe and analyze the purpose of the Declaration of Independence and the important ideas it contains
- ✧ Identify the important events and individuals of the American Revolution
- ✧ Identify and analyze the weaknesses of the Articles of Confederation and explain the reasons for the calling of the Constitutional Convention
- ✧ Summarize the major debates and compromises of the Constitutional Convention, discuss the struggle for ratification, and identify the significance of the Bill of Rights



Spotlight on the Standards

✧ *Describe the Culture of Native Americans and Identify the Reasons for European Colonization of North America* ✧

This standard is designed to measure your knowledge of the colonization of the Americas. You will be asked questions about the culture of the Native Americans, the motivation behind European efforts to establish colonies, and the interaction of the two groups of people. Be sure you are familiar with how the inhabitants of North America viewed important aspects of their culture, such as communal land ownership, the division of labor between men and women, and the role of women in tribal government.

The cultures of some of the native inhabitants of the Americas were quite sophisticated, as seen with the Aztecs, Mayans, and Incas of Mexico, Central and South America. Both of these groups had an elaborate knowledge of mathematics and engineering. They constructed large cities and religious complexes.

Another aspect of European colonization tested by this standard is the interaction between Native Americans and Europeans. Unfortunately, this interaction often led to violence and the spread of disease that was devastating to the Native Americans. In contrast to violent interaction, however, Native Americans and Europeans exchanged elements of their cultures and the resources of their continents. Europeans introduced the horse to the Americas. Europeans took new food products like chocolate, corn, and tobacco back to Europe from the Americas. This interaction is called the **Columbian Exchange**. Look in your textbook for other examples and for more information on the Columbian Exchange.

The reasons the various European nations rushed to colonize the New World were very similar. An intense rivalry existed between these European powers and led to competition for control of the Americas.

Important Spanish Explorers

Columbus – rediscovered the Americas, explored Caribbean Islands, and established Spain's claim to the New World.

Ponce de León – explored Florida.

Hernando Cortés – explored Mexico and the American Southwest and defeated the Aztecs.

Francisco Pizarro – explored Central and South America and defeated the Incas.

Vasco Nuñez de Balboa – explored Central America and discovered the Pacific Ocean.

STRATEGY BOX – The Three G's

The three reasons often given for Spanish exploration and colonization of the New World are **Gold, Glory, and God**. Gold for the Spanish monarchy, glory for the individual explorers, and God for the spread of the Catholic faith. These three reasons can also be applied to other European nations. While the Spanish were certainly more successful in finding gold, France and Great Britain gathered wealth in the form of furs, fish, and tobacco. Spanish explorers set out to make a name for themselves and to accumulate wealth, but so did Henry Hudson and Samuel Champlain, who explored North America for the English and the French respectively. One of the reasons why the Spanish wanted to spread the Catholic faith to the New World was to block the establishment of Protestant religions in the region. While the British did not necessarily send colonists to North America to establish Protestantism, many of the colonists themselves moved to the New World for the opportunity to establish societies tolerant of and built on their own religious beliefs. Remembering the three G's should help you answer questions about the reasons for European colonization of the New World.

For the ***U.S. History EOCT***, you should be familiar with how the French, Spanish, and English experiences with colonization differed and be aware of technological advances, such as firearms and iron tools, that helped make colonization possible.

★ Explain and Analyze the Social, Political, Religious, and Economic Development of the American Colonies ★

Questions on the EOCT for this standard will measure your knowledge and understanding of the ways in which the American colonies differed. Each of the colonies was in some way substantially different from the others, yet some generalizations about the colonies can be made based on the geographic region to which they belonged.

The New England Colonies – Massachusetts, New Hampshire, Connecticut, and Rhode Island

The first New England colonies were established by the Puritans in present day Massachusetts. As a result of their strict religious beliefs, they were not tolerant of different religious beliefs. Rhode Island was founded by religious dissenters from Massachusetts and was more tolerant of different religious beliefs. Communities were often run through town meetings unless the King had established control over the colony. In colonies that the King controlled there was often an appointed royal governor and a partially elected legislature. The New England region would not support large-scale agriculture, so the region's economy was based on trade, fishing, lumber, and shipbuilding.

The Middle Colonies – New York, New Jersey, and Pennsylvania

The greatest difference between these colonies centered on their governments. New York and New Jersey were under royal control, but Pennsylvania was a proprietary colony. The land of Pennsylvania was given to William Penn by the King, and Penn had tremendous power and authority within the colony. Because he was a Quaker, he wanted to make Pennsylvania a place for religious tolerance. New York, because it was a center of trade and commerce, had a diverse population and was also tolerant of different religions. All three colonies were capable of supporting large farms, and crops like wheat and other grains were grown in the rural regions. New York City and Philadelphia were two of the largest cities in the colonies and were thriving centers of trade, financial activity, and culture.

Review Suggestions

To prepare for questions on this standard, you may want to use your textbook to review the following:

- Benjamin Franklin
- Anne Hutchinson
- James Oglethorpe
- William Penn
- John Rolfe
- John Smith
- Roger Williams
- John Winthrop
- House of Burgesses
- Mayflower Compact
- mercantilism
- Middle Passage
- Navigation Acts
- Salem Witch Trials
- Triangular Trade

The Chesapeake Bay Colonies – Maryland, Virginia, and Delaware

The economies of these colonies were dependent on agriculture. The primary cash crop in Maryland and Virginia was tobacco. Cities were small and people often lived at great distances from one another. Because large-scale agriculture was the source of wealth, social divisions emerged between those who owned land on which to grow cash crops and those who did not. Since tobacco was labor intensive, the economies of these colonies depended on slave labor. Maryland was created as a proprietary colony under the control of Lord Baltimore, who intended to make it a haven for English Catholics. This later led to religious disputes between Catholics and Protestants. The official religion of Virginia was the Church of England, and these churches were supported by tax dollars. The Chesapeake Bay Colonies are sometimes considered a part of the Southern Colonies.

The Southern Colonies – North Carolina, South Carolina, and Georgia

The Southern Colonies were primarily agricultural, with the growth of more diverse crops. Tobacco was one of the primary cash crops in North Carolina, but lumber was also an important economic resource. In South Carolina rice was the most important cash crop. Slavery was also an important part of economic activity in these colonies. Georgia initially prohibited slavery. It was also unique among the colonies because it was started as a social experiment where England could send debtors and others who they deemed in need of reform. Social classes in the Southern Colonies were strictly defined, particularly in South Carolina.

STRATEGY BOX – Remember Your Home State

Make sure you review the colonial history of Georgia. Study the circumstances surrounding its founding, the important individuals, and how Georgia differed from the other colonies. You are preparing for a test given by the State of Georgia, so you should expect questions about Georgia history.

A question from this standard might look like this:

The economies of the Southern Colonies were most dependent on

- A** tobacco and rice farming
- B** shipbuilding and maritime trade
- C** wheat and sugar production
- D** fishing and gold mining

The land of the Southern Colonies supported large-scale agriculture, so tobacco and rice farming were the major economic activities. Of course some farming of wheat and other grains took place, but not as a main cash crop. Finally the geography of the Southern Colonies did not yield large deposits of gold. Therefore, the correct answer is **A**.

**** Explain the Causes and Effects of the French and Indian War ****

The French and Indian War was the result of a long simmering rivalry between Great Britain and France and the competition for territory in North America. The war began as a result of a clash between the French and the British over French construction of a fort near present-day Pittsburgh. The conflict, which eventually spread beyond North America, pitted the French and their Native American allies against the British and their colonial citizen militias. Great Britain won the war and gained possession of Canada as a result of its victory. France also lost most of its land holdings in North America. The cost of keeping a large standing army in North America to protect their possessions and the American colonists from attacks led the British to try to raise money by taxing the colonists. These taxes, as well as laws passed by Parliament forbidding Americans from settling beyond the Appalachian Mountains, in an effort to limit conflicts with Native Americans, led to growing tension between the colonists and the British government.

**** Explain the Causes of the American Revolution ****

This standard will measure your understanding of the reasons for the American Revolution. The main cause of the American Revolution was the growing belief among the colonists that their rights as Englishmen were being violated. Among the rights they felt were being violated were protection from taxation without representation, the right to a trial by a jury of their peers, the protection from searches without warrants, and protection from having troops quartered on their property.

Parliamentary action to tax the colonists or to enforce the tax laws provoked a negative reaction from the colonists that eventually led to open rebellion. These acts include the following:

The Stamp Act

This act required the colonists to print newspapers, legal documents, playing cards, etc. on special stamped paper. Buying the stamped paper was the equivalent of paying a tax. Some colonists formed groups called the Sons of Liberty to resist distribution of the stamped paper. Nine colonies sent representatives to the Stamp Act Congress which sent a formal protest to the king.

The Townshend Acts

These acts increased taxes on products imported to the colonies from England to raise money to pay royal governors. This would free the governors from local control and threatened the colony's power of self-government. To resist these acts, many colonists refused to buy the products on which the duties were assessed. By boycotting these products the colonists avoided paying taxes and maintained some level of control.

The Tea Act

This act removed the tax on all products imported into the colonies except tea. To resist the tax the colonists continued to practice non-importation. In an act of defiance, the Sons of Liberty staged the Boston Tea Party.

The Intolerable Acts

Passed by the British to punish Boston for the Boston Tea Party, these acts closed the Port of Boston, allowed British officials accused of major crimes to be tried in England, and forced the colonists to house British troops on their property. The First Continental Congress was called to protest these actions formally. Colonial militias were formed to resist enforcement of these acts. Fighting between colonists and British troops began at Lexington, Concord, and Bunker Hill.

Review Suggestions

Use your textbook to review the roles played by men like Samuel Adams, Crispus Attucks, John Hancock, and Patrick Henry in the events leading up to the Revolution, as well as other Parliamentary acts that angered the colonists such as the Sugar Act and the Writs of Assistance.

★ Describe and Analyze the Purpose of the Declaration of Independence and the Important Ideas It Contains ★

The Declaration of Independence is one of the most important documents in American History. This standard will require you to demonstrate your knowledge of the Declaration of Independence and the reasons why it was written.

One of the purposes of the Declaration of Independence was to explain colonial beliefs about the relationship between people and their government. It describes the American belief in equality, of natural rights, and government by consent of the people. A question from this standard might look like this:

What idea about government was promoted in the Declaration of Independence?

- A** The powers of government should be divided between branches.
- B** State and national government should be separate.
- C** The judicial branch should review all laws passed by the legislative.
- D** Citizens should have the right to control the government.

Answer options A, B, and C are all examples of provisions of the United States Constitution. The Declaration of Independence was not created to establish a specific type of government, but instead to define the relationship between people and the government. One of the principles expressed in the Declaration of Independence is the importance of governing through the consent of the governed. So the correct answer is D.

The most obvious purpose of the Declaration of Independence was to justify the American Revolution and to win the support of people in the colonies and leaders of foreign countries. Thomas Jefferson, John Adams, and the other authors and signers of the Declaration of Independence were addressing a worldwide audience, and they wanted the world to understand and sympathize with their cause. So, in addition to explaining basic American political beliefs, the Declaration of Independence contains a long list of examples of how the British government violated the rights of the colonists. Many of these concerns were later written into the Bill of Rights so that the American government could not violate those rights. Expect questions that quote from the Declaration of Independence as well as *Common Sense* by Thomas Paine and the writings of John Locke. It would be a good idea to review the contribution made by these men to the ideas contained in the Declaration of Independence.

*** Identify the Important Events and Individuals of the American Revolution ***

One of the most important aspects of this standard is an understanding of the beliefs and contributions of George Washington and Benjamin Franklin during the American Revolution. Both men served the United States while maintaining their commitment to the concepts of equality, civic duty, preserving the unity of the United States, and advancing the cause of independence. Use your text to review the actions and contributions of these men.

The American Revolutionary War took place in two stages called campaigns: the Northern Campaign and the Southern Campaign.

The Northern Campaign 1775 – 1779

During this phase of the war the British tried to separate New England from the other colonies by taking control of New York. Following battles at Lexington, Concord and Bunker Hill, the British moved their headquarters to New York City, from which they launched attacks in New York and New Jersey. The endurance of the colonists at Valley Forge and the victory at Saratoga prevented the British from achieving their goals and helped win the support of France.

The Southern Campaign 1779 – 1781

Following the failure to achieve both their objectives in the North and the destruction of Washington's army, the British shifted their attention to the Southern colonies, hoping to separate those colonies from revolutionary forces in the North. Early success in South and North Carolina led to bitter fighting between revolutionary and loyalist forces in the South. The Americans were able to prevent a complete victory in the South, and when Lord Cornwallis pursued them into Virginia, the Colonial Army, with the help of the French Army and Navy, cornered the British at Yorktown. When Cornwallis surrendered at Yorktown, the American Revolution came to an end in North America.

**** Identify and Analyze the Weaknesses of the Articles of Confederation and Explain the Reasons for the Calling of the Constitutional Convention ****

The period between the end of the American Revolution and the Constitutional Convention is sometimes referred to as the “Critical Period.” The survival of the United States was in question in large part because the government created by the Articles of Confederation was very weak. This standard measures your knowledge of that government and the reasons why many influential Americans supported the call for the Constitutional Convention.

The Articles of Confederation were written during the American Revolution and reflected Americans’ fear of a powerful national government. As a result, it created a government without an executive branch and a government that lacked the power to tax, regulate commerce, or establish one national currency. The individual states had more power under the Articles than the national government. As a result there were conflicts between the states that threatened the existence of the nation.

The political weakness of the United States and its potential for collapse left it vulnerable to attack by foreign countries and convinced many influential Americans to support the Constitutional Convention. Political leaders were further motivated by Shays’ Rebellion, which they felt set a precedent for mob rule. Expect questions on important quotations. Also make sure to review the Northwest Ordinance and its impact on settlement north of the Ohio River.

**** Summarize the Major Debates and Compromises of the Constitutional Convention, Discuss the Struggle for Ratification, and Identify the Significance of the Bill of Rights ****

This standard will measure your knowledge of the events surrounding the creation of the United States Constitution. Though the strengths of the Constitution seem obvious today, at the time it seemed unlikely that the convention would be able to produce a document the delegates could agree on, much less one the states would approve.

One of the problems faced by the delegates to the Constitutional Convention was how to address the diverse needs of the various states. The states with large populations supported the Virginia Plan that proposed the creation of a legislative branch in which representatives were assigned to a state based on its population. The states with smaller populations supported the New Jersey plan that proposed the creation of a legislative branch in which the states were equally represented. Another difficulty faced by the Convention delegates was how to deal with the issue of slavery. Though slavery existed in all the states, the Southern and Chesapeake Bay States were dependent on slave labor because their economies were based on the production of cash crops.

Many Northern states were moving toward abolishing slavery within their states. The issues of representation and slavery posed serious threats to the success of the Convention.

The serious differences between the states became apparent during the Constitutional Convention and required delegates on both sides to compromise in order to produce the Constitution.

Some Important Delegates to the Constitutional Convention

- James Madison
- Alexander Hamilton
- John Jay
- George Washington

The Great Compromise or Connecticut Compromise

This compromise saved the Constitution by settling the dispute between states with large populations and states with smaller populations over representation in Congress. The compromise combined elements of the Virginia and New Jersey plans and called for the creation of a two-chambered (bicameral) congress with representation in one house based on population and equal representation in the other.

The Three-fifths Compromise

When it became clear that states with large populations would have more representatives in the new government, states with large slave populations demanded to be allowed to count their slaves as a part of their population. Northern states resisted. Both sides compromised by allowing the states to count three-fifths of their slaves toward their population total.

The Slave Trade Compromise and the Fugitive Slave Clause

To protect the institution of slavery from abolition, states with large numbers of slaves demanded that the new government allow for the continuation of the slave trade for twenty years and that Northern states return runaway slaves to their owners.

These compromises saved the Convention and the Constitution but postponed the resolution of the slavery issue until the Civil War.

Despite the fact that most delegates to the Constitutional Convention believed that the government of the Articles of Confederation had to be replaced, many still feared strong central governments. To reassure people that the new government would not be too powerful, the framers of the Constitution created a government of limited and divided powers. The rights guaranteed to U.S. citizens by the Constitution limited the power of the government.

Powers were divided in two ways within the new government. First, power was divided between state and national governments (federalism). Second, power was divided between the legislative, executive, and judicial branches. To further safeguard against an abuse of power, the Constitution gave each branch of government a way to check and balance the power of the other branches. An example of these checks and balances would be the President's power to veto laws passed by Congress.

Writing the Constitution was just the first step in creating the new government. Before the Constitution could take effect, the states had to accept or ratify it. As soon as the contents of the Constitution were published, a group of influential people spoke out against it. These people came to be known as the Anti-Federalists. They believed that the government created by the Constitution would be too powerful and would eliminate the power of the States. They also pointed out that the Constitution did not contain a bill of rights and, therefore, was a threat to the rights of citizens.

To counter these claims, James Madison, Alexander Hamilton, and John Jay wrote a series of articles in support of ratification of the Constitution that explained the intent behind the major provisions of the Constitution. These articles are known as *The Federalist* papers and the supporters of the Constitution were known as the Federalists. To overcome the Anti-Federalist argument that the Constitution failed to include a bill of rights, James Madison created one that could be added to the Constitution after it was ratified.

The Federalist papers and the promise of a bill of rights, along with the efforts of Federalists, convinced enough people to support the Constitution. It was eventually ratified and became the basis for all law, rights, and governmental power in the United States.

STRATEGY BOX – The Itemized Bill

The Bill of Rights contains the fundamental rights of U.S. Citizens.

1st Amendment–	individual religious rights and protections as well as the rights of free speech and the press
2nd Amendment–	the right to keep and bear arms
3rd Amendment–	protection from being forced to quarter troops in your home
4th, 5th, 6th, 7th, & 8th Amendments–	rights of the accused including protection from searches without warrants, self incrimination, double jeopardy, and the protection offered by a grand jury, trial by jury, and protection from cruel and unusual punishment
9th & 10th Amendments–	rights of citizens not specifically mentioned and rights not given to the national government are reserved to the citizens and the states

You should expect that questions in this standard will contain quotes from all the documents previously mentioned.

Sample Questions for Content Domain II

This section has some sample questions for you to try. After you have answered all of the questions check your answers in the “Answers to the Content Domain II Sample Questions” section that follows. This section will give you the correct answers to each question and explain why the other choices are incorrect.

1 The Constitutional Convention was called because the government under the Articles of Confederation

- A could not settle disputes between the states
- B had too much power to regulate commerce between the states
- C forced the states to pay high taxes to support the government
- D failed to provide for the creation of new states

2 The Bill of Rights is important because it

- A created the first government of the United States
- B justified the United States war for independence
- C established the fundamental freedoms of United States citizens
- D settled the dispute over representation in the United States Congress

3 Paul Revere contributed to the American Revolutionary War effort by

- A training colonial troops at Valley Forge
- B warning colonial militia of British troop movements
- C commanding the troops during the American victory at Saratoga
- D leading a naval blockade causing the British surrender at Yorktown

4 The Declaration of Independence served which of the following purposes?

- A It created the first U.S. government.
- B It justified the colonial separation from England.
- C It explained the ideas behind the U.S. Constitution.
- D It provided a pattern for the organization of new colonies.

Answers to the Content Domain II Sample Questions

1. Answer **A** Standard: *Identify and analyze the weaknesses of the Articles of Confederation and explain the reasons for the calling of the Constitutional Convention*

The Articles of Confederation created a government in which the states were more powerful than the national government. Therefore, the correct answer is **A**. Choice **B** is actually one of the weaknesses of the government of the Articles of Confederation. Choice **C** was a power beyond the government of the Articles. Choice **D** describes the one real success of the government of the Articles.

2. Answer **C** Standard: *Summarize the major debates and compromises of the Constitutional Convention, discuss the struggle for ratification, and identify the significance of the Bill of Rights*

The Bill of Rights lists the basic rights and freedoms of all Americans, so the correct answer is **C**. Choice **A** describes the Articles of Confederation. Choice **B** describes the Declaration of Independence. Choice **D** describes the Great Compromise.

3. Answer **B** Standard: *Identify the important events and individuals of the American Revolution*

Paul Revere was a leader of Massachusetts' resistance to British authority. He devised an early warning system to alert the local Minutemen about any important movements of British troops. When the British moved to capture the Minutemen's stores of ammunition in Concord, Revere and others rode through the countryside alerting the local militia. Therefore, the correct choice is **B**. Revere did not participate in any of the events described in choices **A**, **C**, and **D**.

4. Answer **B** Standard: *Describe and analyze the purpose of the Declaration of Independence and important ideas it contains*

One of the purposes of the Declaration of Independence was to win support for the U.S. war for independence by explaining the reasons for the Revolution. So, the correct answer is **B**. Choice **A** describes the Articles of Confederation. Choice **C** describes the Federalist Papers. Choice **D** describes the Northwest Ordinance.

Content Domain III: A New Nation (1790–1860)**A LOOK AT CONTENT DOMAIN III**

Test questions in this domain will measure your understanding of the period of U.S. History between the Constitutional Convention and the Civil War. The United States underwent significant social, economic, and territorial changes during this period as well as the growth of sectional differences that led to the Civil War. Your answers to the questions in this content domain will help show how well you can perform on the following standards:

- ※ Explain the importance of the Presidencies of George Washington and John Adams
- ※ Describe the growth of the United States and examine the impact of “Manifest Destiny” on the growth of the nation
- ※ Trace the growth of political parties in the United States
- ※ Identify the intellectual, cultural, and social reform movements in the United States between 1830 and 1860
- ※ Examine the improvements in manufacturing and transportation between 1820 and 1860
- ※ Analyze the causes of the Civil War

**Spotlight on the Standards**

※ ***Explain the Importance of the Presidencies of George Washington and John Adams*** ※

As the first two Presidents of the United States, George Washington and John Adams established important patterns for future presidents to follow. Developments that altered the course of the history of the United States government took place during their administrations.

Washington was the most influential and popular figure in the United States and his Vice President, John Adams, was one of the most important democratic thinkers of his day. Washington increased the prestige of his administration by making Thomas Jefferson his Secretary of State and Alexander Hamilton his Secretary of Treasury. Together these four men had played important roles in the creation of the United States and the creation of the Constitution.

Despite their talents and reputations, these men had significant differences of opinion about the legitimate power of the United States government. Adams and Hamilton wanted to expand the power of the government to stabilize the nation and its economy, while Jefferson believed that the national government must limit its power to those areas described by the Constitution.

Trouble began when Hamilton unveiled his plans for solving the economic problems of the nation. These plans included the assumption of state debt and the debts left over from the Revolutionary War, with the government issuing new debt certificates or bonds to cover the costs. Hamilton believed that paying off the debts and selling bonds to the wealthy class would improve the nation's economic standing in the world, and the wealthy would have a financial interest in the success of the new government. In addition, Hamilton wanted to create a national bank that would be funded by private investors and somewhat independent of the government. The bank would hold federal deposits, loan money to the government, and control the value of money.

For Jefferson these proposals extended the power of the national government beyond the intent of the Constitution and in the process threatened the power of the state governments. When Washington endorsed all of Hamilton's plans over Jefferson's objections, Jefferson became convinced that he must oppose Washington, Hamilton, and Adams. This led to a division within the administration and the country with Adams, Hamilton, and Washington on one side and Jefferson and James Madison on the other. This was the beginning of the first political parties in the United States. When Washington announced that he would not seek a third term, the two sides began to attack one another and compete with one another to replace him. Things got so bad that in his farewell address Washington warned about the dangers of political factions.

STRATEGY BOX—Choosing Sides

Here is an overview of the two parties:

<u>Party</u>	<u>Federalist Party</u>	<u>Democratic Republican</u>
Leaders:	John Adams Alexander Hamilton	Thomas Jefferson James Madison
Areas of Support:	New England, Middle Colonies, bankers, and merchants	Southern Colonies, rural areas, farmers, and urban immigrants
Issues:	Strong national government Favored Great Britain Supported tariffs and plans that favored manufacturers	Limited national government Favored France Supported issues important to farmers

The Election of 1796 was a bitter contest between John Adams and Thomas Jefferson with Adams winning a close election. Adam's administration was plagued by conflicts with France and Great Britain that crippled the nation's economy, and he received harsh political criticism from Jefferson's supporters. In response, the federalist Congress passed the Alien and Sedition Acts in an attempt to cut off Jefferson's support from within the immigrant community by increasing the citizenship requirements. The Federalists also tried to stop the criticism by attempting to limit the speech and press rights of their Republican critics. Jefferson and Madison then published the Virginia and Kentucky Resolutions in which they argued that states could refuse to enforce laws that they did not agree with. These resolutions were the beginning of the States' Rights arguments.

Review Suggestions

- Jay's Treaty
- Neutrality Proclamation
- Pinkney's Treaty
- "Quasi War"
- "XYZ Affair"

After losing the election of 1800 to Jefferson, Adams appointed numerous Federalists to judicial posts. These appointees became known as the "Midnight Judges." When Madison, Jefferson's Secretary of State, came into office he refused to confirm many of the judges. This led to the case of *Marbury v. Madison* in which Chief Justice of the Supreme Court John Marshall established the Court's power of judicial review.

Use your textbook to review the topics and people mentioned in this standard and be prepared for questions quoting documents and individuals that played a major role in the Administrations of Washington and Adams.

✧ ***Describe the Growth of the United States and Examine the Impact of "Manifest Destiny" on the Growth of the Nation*** ✧

Between 1800 and 1860, the United States more than doubled in size. This expansion led to increased U.S. interactions with other nations and people. This standard measures your knowledge of this period of expansion and the reasons for expansion.

There were three primary motivations for U.S. territorial expansion:

1. The desire of most Americans to own their own land.
2. The discovery of gold and other valuable resources.
3. The belief that the United States was destined to stretch across North America (Manifest Destiny). There were strong economic motivations behind this belief as well as racist beliefs about Native Americans and the Mexican people, but it became a popular political belief in the United States during the early 19th century.

Refer back to the Land Acquisition Map on page 18. It is important to remember that each of these acquisitions involved dealing with foreign countries and Native Americans. The following gives an overview of the interactions:

Native Americans. In the decades following the American Revolution, American people moved westward toward the Mississippi River. As the value of land increased and the region's population grew, the U.S. government decided to move the Native Americans living in the region. The Indian Removal Act forced the Native Americans to move to the Oklahoma Territory. Many Native Americans resisted the order and even took their case to the Supreme Court. The path to Oklahoma became known as the "Trail of Tears" because of the number of Native Americans who died on the journey. Whenever the United States expanded westward, Native Americans were forced off their land.

Some Famous Trails West

- The Oregon Trail
- The Native American Trail of Tears
- The Santa Fe Trail

Great Britain. The United States and Great Britain fought one another in the War of 1812. Though the only significant U.S. victory was at the Battle of New Orleans, which was fought after the war was officially over, the United States was finally able to remove foreign threats to its territory. In the years that followed, Great Britain and the United States negotiated the settlement of the border between the United States and Canada through the Convention of 1818, clarified the border between Maine and Canada in 1842, and the Oregon Territory in 1846.

France. In 1803 the United States, under the leadership of President Thomas Jefferson, purchased the Louisiana Territory from French Emperor Napoleon for 15 million dollars. This ended the French presence in North America. To secure America's claim to as much territory as possible and to search for a water route across the continent, Jefferson sent Lewis and Clark on an expedition to explore the territory. They traveled up the Missouri River, crossed the Rocky Mountains, and reached the Pacific Ocean. This also helped the United States lay claim to the Oregon Territory.

Spain. In 1819 the United States and Spain signed the Adams-Onís Treaty that settled the border between Spanish Texas and the Louisiana Territory. The treaty also ceded control of Florida to the United States.

Texas. In 1836 Texas won its independence from Mexico, which had gained control of the region after successfully winning its own independence from Spain in 1821. American settlers and the Mexican government clashed over control issues within the area. The attention of the United States was drawn to the conflict because of the heroism shown at the Battle of the Alamo. Under the leadership of Sam Houston, Texas won its independence. Houston became the first President of the Republic of Texas. Like many in Texas, he hoped that the United States would annex the country, but this was delayed due to the issue of slavery. In 1845, Texas was annexed into the United States as a slave state.

Mexico. United States annexation of Texas and other factors led to war in 1846. During the conflict, the United States occupied much of northern Mexico. When the United States eventually won the war, this region was ceded to the United States as a part of the Treaty of Guadalupe Hidalgo.

STRATEGY BOX—James K. Who?

James K. Polk (1845 –1849) is not one of the better-known Presidents of the United States, but in terms of territorial expansion, he is one of the most important. In just four years he added about a third of the territory of the present day United States. He annexed Texas. He bluffed the British out of half of the Oregon Territory with the threat of war. And he fought a war with Mexico that resulted in the acquisition of the Mexican Cession. In all, Polk added all or part of the territories of Texas, New Mexico, Arizona, California, Colorado, Utah, Nevada, Oregon, Washington, Idaho, and Wyoming. If you remember Polk and his years of service you'll be able to remember much of the history of U.S. expansion.

Expect questions that ask you to read and interpret maps, time lines, and other graphic information in order to trace the expansion of the United States.

✧ *Trace the Growth of Political Parties in the United States* ✧

In addition to being the time period in which the United States experienced dramatic territorial growth, the early 19th century also saw the creation of the nation's first political parties and their development into important political institutions. This standard requires you to demonstrate an understanding of these developments.

As explained earlier in this study guide, the divisions that led to the emergence of the nation's first political parties were present during the administrations of George Washington and John Adams. After that, the growth of political parties is a tale of three elections:

The Election of 1800. This election showed the deep divisions between the supporters of John Adams, known as the Federalists, and the supporters of Thomas Jefferson, known as the Democratic Republicans. Jefferson won the election after numerous ballots in the House of Representatives. Though this election was close, it began a twenty-four year period of dominance by Jefferson and his followers. Jefferson, James Madison, and James Monroe each served two terms as President. During Monroe's second term, the Federalist party collapsed leaving only the Democratic Republican Party. This period is known as the "Era of Good Feelings."

Review Suggestions

- Henry Clay/ the American System
- The "Era of Good Feelings"
- John C. Calhoun
- *McCulloch v. Maryland*
- Nullification
- National Bank Controversy
- Spoils system

The Election of 1824. This election featured six Democratic Republican candidates running against one another. Each represented a different section of the party and a different group of voters. Though Andrew Jackson won the popular vote, he did not have the majority of the Electoral College vote. When another candidate, Henry Clay, gave his support to John Quincy Adams, Adams became President. Jackson’s followers called this the “Corrupt Bargain,” because it appeared that Clay had given Adams his support in return for being made Secretary of State. This and other divisions within the party led to its split into rival groups.

The Election of 1828. Jackson returned in this election as the head of the new Democratic Party that inherited the Jeffersonian ideology on which the Democratic Republican Party was based. John Quincy Adams represented a new party called the National Republican Party and lost the election in a landslide. This party would only last one more election before its members became the core of the Whig Party.

A question over this standard might look like this:

The “Era of Good Feeling” was a period of dominance by which of the following political parties?

- A the Federalist Party
- B the Whig Party
- C the Democratic Republican Party
- D the Anti-Masonic Party

The correct answer is C. Jefferson’s party, the Democratic Republican Party, dominated elections between 1800 and 1824 and eliminated its serious competition.

Expect questions over this standard to use timelines and quotations to test your knowledge of the growth of political parties. Make sure you review the impact of the Jackson Administration on the formation of both the Democratic and Whig Parties.

**※ Identify the Intellectual, Cultural, and Social Reform Movements
in the United States Between 1830 and 1860 ※**

This standard will measure your knowledge of the various efforts to reform and improve the United States. You will be asked about the importance of certain reform movements and the beliefs and values of important reform leaders.

To prepare for questions over this standard, use the breakdown of each movement on the next page to begin your review process.

Movement	Issues and Important Individuals	Impact
The Transcendentalists	education, self-improvement, Ralph Waldo Emerson, Henry David Thoreau	Established the first independent American school of thought and through its beliefs and actions encouraged the expansion of education.
The Second Great Awakening	promoted temperance and religious conversion, had impact on politics	Increased the size of Protestant religious organizations and their influence in western and rural sections of the country.
Abolitionist Movement	attempts to end slavery and stop its expansion to new territories, Frederick Douglass, William Lloyd Garrison, and Harriet Tubman	Attracted the support and interest of reform leaders from other movements and made slavery and its expansion an important political issue.
Women's Movement	women's suffrage, abolition, temperance, Seneca Falls Declaration, Elizabeth Cady Stanton	Women played an important roll in the abolitionist and temperance movements which provided a training ground for female leaders of the women's movement. Established the foundation for the 20th century Women's Movement.
Nativist Movement	opposed immigration, promoted America for Americans, The Know Nothing Party	Convinced many to support new political parties that tried to limit immigration, particularly immigration from Ireland.

Make sure to pay close attention to the beliefs, values, and actions of Ralph Waldo Emerson, Elizabeth Cady Stanton, Harriet Tubman, and Frederick Douglass. Be prepared for questions incorporating quotes from these individuals.

※ Examine the Improvements in Manufacturing and Transportation Between 1820 and 1860 ※

The subject of this standard is the impact of technology on American society during the first half of the 19th century. The works of inventors and the impact of their inventions is an important part of this standard. For instance, Eli Whitney invented the cotton gin, which made cotton a viable cash crop. He also perfected the use of interchangeable parts in manufacturing, which contributed to the rise of industry. In addition to Whitney's inventions, the steamboat, the railroad engine, and the telegraph had a major impact on

the economic development of the country. Many U.S. cities built roads, canals (like the Erie Canal), and railroads in order to become centers of trade and economic activity.

※ Analyze the Causes of the Civil War ※

This standard will measure your understanding of the causes of the Civil War. The Civil War was one of the defining events in U.S. History and your knowledge of its causes is an essential part of your understanding of American History.

The underlying causes of the Civil War were based in the differences between many Northerners and Southerners on the issues of states' rights, slavery, and economics. Review the following breakdown of the issues that separated Northerners and Southerners to understand each position on the issues, and how that influenced their opinions and actions.

Issue	Northerners	Southerners
States' Rights	Believed in the supremacy of the United States government. Argued that the states had to follow the laws passed by the national government and did not believe that states had the right to secede from the Union.	Believed that the states could make laws within their borders except in areas of authority specifically given to the national government. Thought that states had the right to leave the Union if they believed that the government was no longer meeting their needs or was violating their rights, specifically, their right to own slaves.
Slavery	Many Northerners opposed the spread of slavery and increasingly supported its abolition. Northern legislators backed attempts to put geographic limits on slavery like the Missouri Compromise and the Compromise of 1850. Abolitionists were outraged by the <i>Dred Scott</i> decision and by fugitive slave laws that required them to return runaway slaves. They became increasingly convinced that a "Slave Power" conspiracy had gained control of the government.	Determined to protect the institution of slavery by guaranteeing its expansion into new territory. Thanks to the Three-fifths Compromise, Southern states could maintain enough votes in Congress to prevent the abolition of slavery as long as new slave states were added. They were convinced that the abolitionists were trying to gain control of the government so they could outlaw slavery.

Issue	Northerners	Southerners
Economic Differences	Increasingly the economy of the North was based on manufacturing and trade. Many citizens worked for someone else and owned no property. Even in large scale farming regions, machines began reducing the need for agricultural workers. Northerners favored high tariffs on imported foreign goods in order to protect Northern industries, and workers' jobs.	The economy of the South was almost completely based on agriculture. Though most Southerners owned slaves, the economy of the South as a whole depended on the production of cash crops like cotton, corn, rice, and tobacco that required human labor and depended on slavery. Southerners favored low (or no) tariffs on imported goods to keep the prices of manufactured goods more affordable.

The tensions between North and South reached crisis stage when it became clear that Abraham Lincoln, the candidate of the Republican Party, would win the election of 1860. Because the relatively new party had adopted a position that called for an end to the spread of slavery, many Southerners viewed his imminent election as a sign that abolitionists would gain control of the government. In response, seven states, led by South Carolina, seceded from the United States and formed the Confederate States of America. After Confederate troops in South Carolina fired on Union forces in Fort Sumter, four more states seceded and joined the Confederacy.

Expect questions over this standard to incorporate maps, quotes, graphs and charts. Use your textbook to review the events and individuals that played key roles in the events that led up to the Civil War.

Review Suggestions

- *Dred Scott* Decision
- Lincoln-Douglas Debates
- John Brown's Raid
- "Bleeding Kansas"
- John C. Calhoun
- Henry Clay
- Harriet Beecher Stowe
- Daniel Webster
- Compromise of 1820
- Compromise of 1850
- Kansas – Nebraska Act

Sample Questions for Content Domain III

This section has some sample questions for you to try. After you have answered all the questions check your answers in the “Answers to the Content Domain III Sample Questions” section that follows. This section will give you the correct answer to each question and explain why the other choices are incorrect.

1 Ralph Waldo Emerson’s Transcendentalist beliefs also made him

- A** a supporter of the Second Great Awakening
- B** a believer in abolitionism
- C** an opponent of prison reform
- D** an opponent of the Women’s Movement

2 Which of the following angered Northerners and abolitionists the MOST?

- A** the Compromise of 1820
- B** the *Dred Scott* Decision
- C** the writings of Harriet Beecher Stowe
- D** the election of Abraham Lincoln

3 George Washington’s cabinet was divided over

- A** Washington’s farewell address
- B** Adams’ term as Vice President
- C** Jefferson’s position in the Kentucky Resolution
- D** Hamilton’s economic plans

4 Which area did the United States acquire through negotiations with Great Britain?

- A** Florida
- B** the Louisiana Purchase
- C** the Oregon Territory
- D** the Gadsden Purchase

5 Which political party continued the legacy of Jefferson’s Democratic Republican Party?

- A** the Democratic Party
- B** the Republican Party
- C** the Federalist Party
- D** the Whig Party

Answers to the Content Domain III Sample Questions

1. Answer: **B** Standard: *Identify the intellectual, cultural, and social reform movements in the United States between 1830 and 1860*

Transcendentalism was a non-religious movement that was based on the belief in the ability of human's to derive a deep understanding of nature and the world. Choices **A**, **C**, and **D** do not fit within Emerson's transcendentalist philosophy. He would not have seen the need for the religious fervor that accompanied the Second Great Awakening and would not have opposed prison reform or women's rights. His belief in human potential and dignity, however, meant that he opposed slavery. Therefore, the correct answer is **B**.

2. Answer: **B** Standard: *Analyze the causes of the Civil War*

The *Dred Scott* decision, which said that people of African descent had no rights and supported the fugitive slave laws, outraged abolitionists and other Northerners. Therefore, the correct answer is **B**. Choice **A**, the Compromise of 1820, may have made abolitionists unhappy, but it did provide a clear limit on the expansion of slavery. Choice **C**, Harriet Beecher Stowe's writing, actually supported the abolitionist cause by exposing the horrors of slavery. Choice **D**, Lincoln's election, was the result of support by abolitionists and Northerners opposed to the spread of slavery.

3. Answer: **D** Standard: *Explain the importance of the Presidencies of George Washington and John Adams*

Washington's support for Alexander Hamilton's economic plans divided his administration. Jefferson felt that these plans expanded the power of the national government beyond the limits placed by the Constitution. The answer is **D**. Washington's farewell address came at the end of his presidency, as did Jefferson's writing of the Kentucky Resolution, and Adams' vice presidency did not cause the division within the Washington administration. Therefore, the answer cannot be **A**, **B**, or **C**.

4. Answer: **C** Standard: *Describe the growth of the United States and examine the impact of "Manifest Destiny" on the growth of the nation*

The United States acquired Florida from Spain, the Louisiana Purchase from France, and the Gadsden Purchase from Mexico. Only the Oregon Territory was acquired from Great Britain. Therefore, the correct answer is **C**.

5. Answer: **A** Standard: *Trace the growth of political parties in the United States*

The Democratic Party was created around Andrew Jackson as the representative of the true ideology of Jefferson's Democratic Republican Party. Therefore, the correct answer is **A**. The Republican Party was created in the 1850s out of the remnants of the Free Soil Party and the Northern Whig Party. The Federalist Party was the main opponent of the Democratic Republican Party from 1796 to 1820. The Whig Party was the main opponent of the Democratic Party. While it contained members of the Democratic Republican Party, its ideology was different from that traditionally associated with the party of Jefferson.