

Name: _____

Date: _____

Period: _____

8th Grade End of the Year Social Studies Exam

Directions: Read the following excerpts and questions carefully. Select the best answer and mark it on your bubble sheet. You may write on the exam, but only the answers you place on your bubble sheet will be graded. If you have any questions, please raise your hand and wait for assistance.

Use the following excerpt to answer question 1. (8.G.1.3)

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

General History of Virginia, John Smith, 1624

1. Based on the excerpt, how did the harsh environmental conditions affect the Jamestown Colonists?
 - a. The harsh weather brought American Indians to help the Colonists.
 - b. The harsh weather both reduced and destroyed tobacco crops.
 - c. The harsh weather convinced the settlers to return to their homeland.
 - d. The harsh weather decreased the quality of life for the settlers by making it difficult to obtain enough food.

Use the following excerpt to answer question 2. (8.C&G.1.1)

“A single assembly, possessed of all the powers of government, would make arbitrary laws for their own interest, execute all laws arbitrarily for their own interest, and [decide] all controversies in their own favor.”

“Thoughts on Government” by John Adams, 1776

2. Which democratic ideal does Adams promote?
 - a. Equality under the law
 - b. Private property rights
 - c. Separation of powers
 - d. Popular sovereignty

Use the following excerpt to answer question 3. (8.C&G.1.1)

A Declaration of Rights made by the Representatives of the Freemen of the State of North Carolina.

Section I: That all political power is vested in and derived from the People only.

Section II: That the people of this State ought to have the sole and exclusive Right of regulating the internal Government and Police thereof.

North Carolina Declaration of Rights, December 17, 1776

3. Which democratic ideal summarizes this excerpt from North Carolina’s original constitution?
 - a. Federalism
 - b. Rule of law
 - c. Separation of powers
 - d. Popular sovereignty

Use the following excerpt to answer question 4. (8.H.2.1)

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

The Sedition Act of 1798

4. Based on the above excerpt, which statement explains an effect of passage of the Sedition Act?
 - a. Public criticism of government was prohibited
 - b. It became more difficult for new immigrants to vote
 - c. The president gained new powers to deport foreigners
 - d. The First Amendment to the U.S. Constitution was protected.

Use the following excerpt to answer question 5. (8.E.1.1)

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

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

Address to “Fellow Citizens of North Carolina” from minutes of “Railroad Meeting”
By James Mebane and Dennis Heartt, August 1, 1828

5. Which obstacle did many North Carolinians believe prevented economic growth in North Carolina during these years?
 - a. The cotton of North Carolina was of lower quality than the cotton of other southern states
 - b. The North Carolina government imported cotton and other goods from neighboring states
 - c. The soil in North Carolina was inadequate for the farming of high-profit crops like cotton
 - d. Government leaders failed to support investment in infrastructure like roads and railroads

Use the following excerpt to answer question 6. (8.H.2.3)

“I beg you to let me be one to proceed to Federal Point, and frighten Lincoln out of his [wits], if possible and if the Governor’s prediction should prove untrue and war should actually be necessary, I should be happy to bear a part, humble though it be, in defense of my country. The flag raised today contained nine stars, the last two in honor of Virginia and North Carolina. This is probably the first flag raised, on which North Carolina has been numbered with the [seceding] states.”

Letter from Edward H. Armstrong to Thomas G. Armstrong, April 20, 1861

6. According to Armstrong’s letter, what was the primary debate occurring among the citizens of North Carolina in 1861?
 - a. Whether to start a draft or not
 - b. Whether to secede from the Union or not
 - c. Whether to create a new flag or not
 - d. Whether to abolish slavery or not

Use the following excerpt to answer question 7. (8.C&G.2.2)

“The Committee are already receiving urgent appeals from women all over the United States to send them our

publications [printed materials]... a large printing fund will therefore be needed by the Committee, and we appeal first to the men of this country, who control so large a part of its wealth, to make liberal donations toward this great educational work. We also ask every thoughtful woman to send her name to the Secretary to be inserted in the Pledge Book, and if she is able, one dollar.”

“An Appeal to the Women of the United States,” 1871

7. According to the excerpt, how did supporters of women’s suffrage campaign for a change?
 - a. They created pamphlets to bring awareness to women’s voting rights.
 - b. They relied on female representatives in the legislature to promote the issue.
 - c. They waited for the United States to pass the Nineteenth Amendment.
 - d. They appealed only to wealthy women for financial and political support

Use the following excerpt to answer question 8. (8.C&G.2.2)

Excerpt from court testimony of Oscar Neebe, a participant in the Haymarket Affair:

“My wife told me that the police—these honorable men to protect law and order— when they got on that wagon they waved that flag and hollered and hurraed just like a lot of wild Indians—and they were wild Indians in those days. They searched hundreds of houses, and money was stolen by searching houses, and watches were stolen, and nobody knew whether they were stolen by the police or not. Captain Schaack knows it. His gang was one of the worst in this city. You need not laugh about it, Captain Schaack. You are one of them. You are an Anarchist, as you understand it. You are all Anarchists, in this sense of the word, I must say... I organized trades unions. I was for reduction of the hours of labor, and the education of laboring men...”

Anarchism: Its Philosophy and Scientific Basis as Defined by Some of its Apostles by Albert Richard Parsons, 1887

8. Which issues were labor strikes addressing in the late 1800s?
 - a. Violence in the workplace, paid vacation, and sick days
 - b. Shorter work hours, poor working conditions, and education
 - c. Shorter workdays, women in the workplace, and health insurance
 - d. Access to management positions, education leave, and wage hikes

Use the following excerpt to answer question 9. (8.C&G.1.1)

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

North Carolina Constitution, 1971, Article 2, Section 22

9. Which democratic ideal is represented in this excerpt?
 - a. Limited government
 - b. Separation of powers
 - c. Popular sovereignty
 - d. Trial by jury of peers
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Use the following excerpt to answer question 10. (8.H.2.1)

“War is cruelty. There is no use trying to reform it. The crueller it is, the sooner it will be over.”

General William T. Sherman, 1864

10. This quote best describes which of the following military strategies of the Civil War?
- Anaconda Plan
 - Sherman’s March to the Sea
 - Naval blockades
 - King Cotton Diplomacy

Use the following cartoon to answer questions 11 and 12. (8.H.2.1)

11. What major issue does this cartoon address?
- Women’s suffrage
 - Child labor
 - Industrialized factories
 - Children’s voting rights
12. What is the message from this cartoon?
- Children were treated similar to slaves
 - Children were not needed to work in the factories
 - Children had more rights than slaves
 - Children had more power than most workers



Cartoon Source: “White Slavery: Northern Capital and Southern Child Labor.” New York American Journal (Oct. 18, 1902)

Use the following excerpt to answer question 13. (8.H.2.3)

“When the people fear their government, there is tyranny; when the government fears the people, there is liberty.”

Founding Father, Thomas Jefferson

13. What is the main idea of this excerpt from Thomas Jefferson?
- That the federal government has too much power in the lives of citizens.
 - That there should be checks and balances to control the government.
 - That the control of the government should be in the hands of the citizens.
 - That many American citizens feared the Federal government

Use the following excerpt to answer question 14. (8.H.2.3)

“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 of the United States of America.”

The Preamble of the United States Constitution, September 17, 1787

14. The Preamble of the United States Constitution states the purpose of a government and is based on the belief that...
- The states have the ultimate authority
 - Members of Congress should be appointed
 - Supreme Court justices should be elected
 - People should be free and self-governing

Use the following excerpt to answer questions 15 and 16. (8.E.1.1)

The following excerpt describes the fears of America and several other democratic nations during the WWI era.

Wilson’s goal was to fight “...for the rights of nations great and small and the privilege of men everywhere to choose their way of life and of obedience. The World must be made safe for democracy.” – Woodrow Wilson April 2, 1917

15. President Woodrow Wilson made this statement in order to:
- End U.S. imperialism in Latin America
 - Ask Congress to declare war on Germany
 - Support reforms to raise taxes
 - Send troops to Mexico to capture Pancho Villa
16. What was the result of this speech made by President Woodrow Wilson?
- World War I ended immediately
 - Germany requested an armistice
 - The U.S. entered the war against the Allies
 - The U.S. entered the war against the Central Powers

Use the following excerpt to answer question 17. (8.C&G.2.2)

“Crouched over the coal chutes, the boys sit hour after hour, picking out the pieces of slate. I once tried to do the work a twelve-year old boy was doing day after day, for ten hours at a stretch, for sixty cents a day. The gloom appalled me.”

John Spargo

17. What development did the conditions described in this quotation lead to?
- Ideas of the Enlightenment
 - The passage of child labor laws
 - The spread of slavery to Africa
 - A migration from cities to country
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Use the following cartoon to answer questions 18 and 19. (8.H.3.1)



Source: "American Progress", John Gast 1872

18. The image of the angle in the painting represents which concept in American history?
- Monroe Doctrine
 - Federalism
 - Manifest Destiny
 - Columbian Exchange
19. How did migration to the Western Territory help to develop the United States?
- Westward migration helped American Indians preserve their cultural identity
 - Westward migration created densely populated urban and suburban areas
 - Westward migration encouraged civil rights legislation for slaves
 - Westward migration expanded industry and the national economy

Use the following cartoon to answer questions 20 and 21. (8.C&G.1.4)

20. Which of the following laws does this picture describe?
- The Immigration Act of 1885
 - The Sixteenth Amendment
 - The European Exclusion Act
 - The Chinese Exclusion Act of 1882
21. Which of the following is true about the act described by this photo?
- It was the first law limiting immigration based on race.
 - It was the first law to allow an unlimited amount of immigrants in the U.S.
 - It was the first law to allow racism in the U.S.
 - It was the first law to deny citizenship to a particular group of immigrants



THE ONLY ONE BARRED OUT.
ENLIGHTENED AMERICAN STATESMAN.—“We must draw the line somewhere, you know.”

Cartoon Source: Fred Leslie's Illustrated Newspaper, May 1882

Use the following excerpt to answer questions 22 and 23. (8.H.3.1)

“Several economic factors contributed to the Great Migration. Before World War I began in 1914, few African Americans were economically prosperous. The majority of northern blacks were manual laborers, domestic servants, or both. In the South, most blacks were sharecropping farmers, manual laborers, and domestic servants. This changed with the start of WWI. The flow of European immigrants to the United States was halted. As a result, there were fewer immigrants to fill lower level manufacturing jobs, so northern manufacturers dropped their race biases and hired African Americans for the first time. It is estimated that 400,000 African Americans took manufacturing jobs in northern cities before the end of World War I”

“Southern Life, Northern City: The History of Albany’s Rapp Road Community”, Jennifer Lemak, (2004)

22. How did the Great Migration affect American society?
- African American people created a new urban culture in the North
 - The South promoted progressive laws and economic opportunities
 - Racism and prejudice were less prevalent across the United States
 - The African-American population increased in southern coastal cities
23. Based on the excerpt, which of the following economic factors caused millions of African Americans to migrate to the North?
- There were more farms in the North providing opportunities for the African Americans
 - There were more prosperous jobs in the North
 - The South no longer depended upon farmers, leaving African Americans with no work
 - The South had more opportunities for African Americans

Use the following excerpt to answer questions 24 and 25. (8.G.1.3)

“Shortly after this, my mother’s widowed sister, ... who kept a factory boarding house in Lowell [Massachusetts], advised her to come to that city...”

“My mother, feeling obliged to have help in her work besides what I could give, and also needing the money which I could earn, allowed me... to go work in the mill...”

“The working hours of all the girls extended for five o’clock in the morning until seven in the evening, with one half hour for breakfast and dinner...”

“I cannot tell you how it happened that some of us knew about the English factory children, who as it was said, were treated so badly...”

“In contrast to this sad picture, we thought of ourselves as well off...enjoying ourselves in our own good way, with our good mothers and our warm suppers awaiting us.”

Harriet Hanson Robinson, *Loom and Spindle, or Life among Early Mill Girls*, (1830; published in 1898)

24. Which of the following most directly contributed to the developments described in the excerpt?
- The concept of republican motherhood after the American Revolution
 - Large-scale immigration from southern and eastern Europe
 - The expansion and increased organization of industrial production
 - The wartime need for women to fill jobs previously held by men
25. The developments described in the excerpt most directly reflect which of the following changes in the first half of the 1800s?
- The sharp increase in the number of workers making goods for distant markets
 - Women’s acquisition of new legal rights independent of their fathers and husbands
 - The emergence of a larger and more distinct middle class
 - Many women’s embrace of the idea of separate spheres

Answer Key: