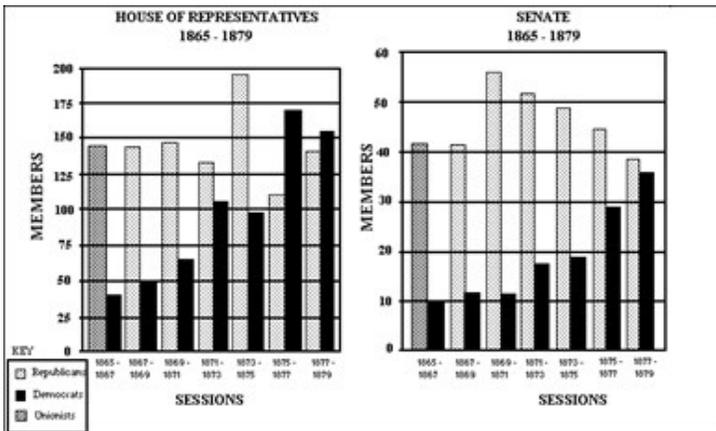


TEST NAME: **Social Studies AH1 - Unit 6 - Internal Struggle of a Nation - 2014-2015**
TEST ID: **509062**
GRADE: **09 - 12**
SUBJECT: **Social Sciences and History**
TEST CATEGORY: **District Benchmark**

Student: _____
Class: _____
Date: _____

1.



Which generalization about the period 1865-1879 is most clearly supported by the data in the graphs?

- A. The Democrats were unable to get control of either house of Congress
- B. No one party controlled Congress during most of this period
- C. By 1879, the Democrats controlled the House of Representatives
- D. National support for the Democratic Party declined during the period

2.

CASUALTIES OF THE CIVIL WAR

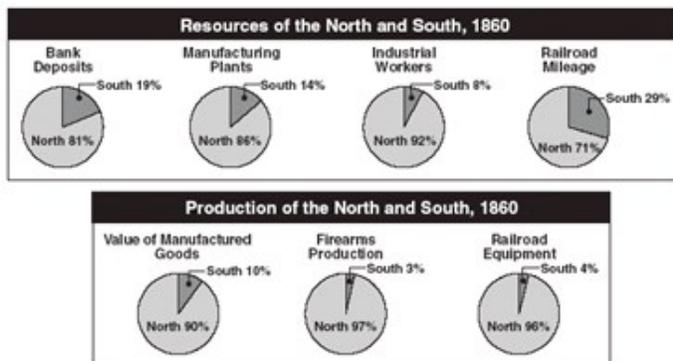
	Union Troops	Confederate Troops
Total Troops	1,566,678	1,082,119
Wounded	275,175	194,000*
Died of Wounds	110,070	94,000
Died of Disease	249,458	164,000

— Garraty and McCaughey, *The American Nation*, Harper and Row, 1987;
*Shelby Foote, *The Civil War: A Narrative*, Vintage Books, 1986

Which statement is best supported by the data in the table?

- A. The Confederate troops lost the Civil War as a result of their higher numbers of injuries and fatalities.
- B. The Union army had better generals during the Civil War.
- C. The Civil War had more casualties than any other war.
- D. More soldiers died from disease than from wounds.

3.



Source: *The Americans: In-Depth Resources*, McDougal Littell (adapted)

The data shown in the graphs best support the conclusion that the North was what?

- A. better prepared economically to fight the Civil War
- B. lagged behind the South in bank deposits
- C. produced more agricultural products than the South
- D. lacked several important resources to fight the war

4. Base your answer to the question on the chart below and on your knowledge of social studies.

American Manufacturing by Region, 1860

Region	Number of Manufacturing Establishments	Average Number of Workers	Annual Value of Products
New England states	20,671	391,836	\$468,599,287
Middle states	53,387	546,243	\$802,338,392
Southern states	20,631	110,721	\$155,531,281
Western states	36,785	209,909	\$384,606,530

Source: Bailey and Kennedy, *The American Pageant: A History of the Republic*, D.C. Heath and Company, 1987 (adapted)

Which conclusion can best be drawn from the information in this chart?

- A. The Southern states led the nation in manufacturing.
- B. Manufacturing production in the Western states exceeded that of the New England states.
- C. The Middle states led the nation in all categories related to manufacturing.
- D. The New England states depended more on agriculture than on manufacturing.

5. U.S. During the Civil War: 1861-1865



According to the map, which statement about Illinois during the Civil War is correct?

- A. It was part of the Confederate States.
- B. It was part of the Dakota Territory.
- C. It was a border state.
- D. It was a free state.

6. **"Compromise Enables Maine and Missouri To Enter Union (1820)**
"California Admitted to Union as Free State" (1850)
"Kansas-Nebraska Act Set Up Popular Sovereignty" (1854)

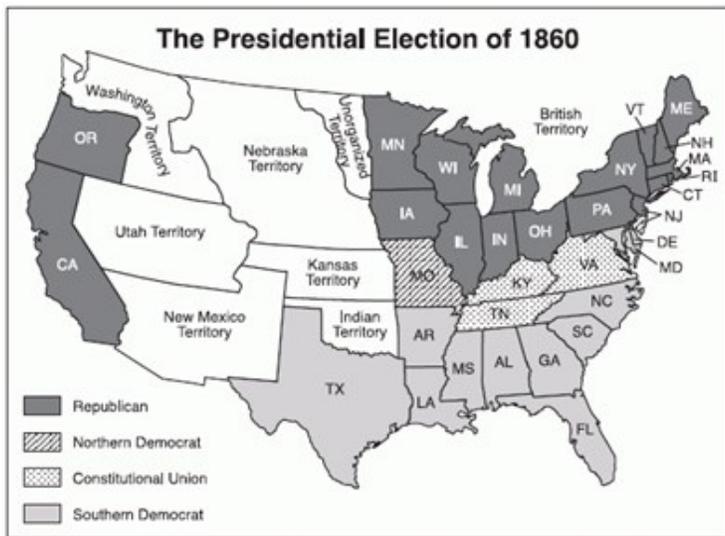
Which issue is reflected in these headlines?

- A. enactment of protective tariffs
 - B. extension of slavery
 - C. voting rights for minorities
 - D. universal public education
7. "A house divided against itself cannot stand. . . . I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. . . ."
-- Abraham Lincoln, 1858

The "divided house" referred to in this speech was caused primarily by what?

- A. expansionism
- B. war with Mexico
- C. slavery
- D. the suffrage movement

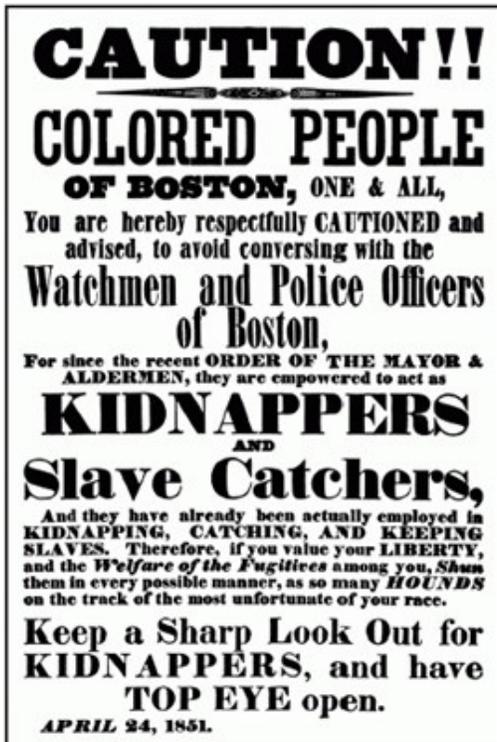
8. Base your answer on the map below and on your knowledge of social studies.



The election results shown on this map most clearly reflect the influence of what?

- A. nationalist motives
- B. sectional differences
- C. political stability
- D. ethnic conflicts

9. Base your answer on the poster below and on your knowledge of social studies.



Source: Library of Congress, *The American Time Capsule: Three Centuries of Broadsides and other Printed Ephemera*

This poster from the 1850s appeared in response to what?

- A. passage of the fugitive slave law
- B. start of the Civil War
- C. issuance of the Emancipation Proclamation
- D. enactment of the 13th Amendment

10. The placard above can be described as a Northern attempt at doing what?

- A. discouraging slaves from running away to the North.
- B. encouraging enforcement of existing laws.
- C. nullification of the Fugitive Slave Law.
- D. preventing future slave rebellions.

11. This discussion of constitutional amendments took place just after the Civil War. Base your answer to the question on this discussion and on your knowledge of social studies.

Speaker A: “Some slaves were freed after the Emancipation Proclamation; others were freed by an amendment to the Constitution. We all know that free men may vote, and we do not need further amendments to tell us that.”

Speaker B: “If we pass these amendments, we still do not ensure the rights of the freed people. In states where white people traditionally have run the government, freed people will find it difficult to exercise their rights.”

Speaker C: “As a member of the Republican party, I want to see these amendments adopted to ensure the voting strength of our party in the South.”

Speaker D: “These amendments must be passed. The passage of these amendments will guarantee equal rights with no further governmental action required.”

The discussion by these speakers concerning constitutional amendments took place just after the Civil War. Which Constitutional amendments are under discussion?

- A. first and second
 - B. fifth and tenth
 - C. fourteenth and fifteenth
 - D. twelfth and thirteenth
12. “No state...shall...deprive any person of life, liberty, or property, without due process of law.”

During Reconstruction, this clause was adopted to protect what?

- A. Native Americans who were being settled on reservations
- B. newly freed slaves in the South
- C. defeated Confederate soldiers returning to their homes
- D. settlers moving west of the Mississippi River

13. "If I could save the Union without freeing any slave I would do it, and if I could do it by freeing all the slaves I would do it; and if I could do it by freeing some and leaving others alone, I would do that."

– Abraham Lincoln, 1862

The quotation illustrates Lincoln's attempt to do what?

- A. Acceptance of the slave trade
- B. Determination to support popular sovereignty
- C. Agreement with abolitionists
- D. Willingness to compromise on the issue of slavery

14. In what document would the following words be found?

"Now...the right of property in a slave is ... affirmed in the Constitution and ... traffic in slaves as merchandise was guaranteed."

- A. Kansas-Nebraska Act
- B. Dred Scott decision
- C. Fugitive Slave Act
- D. Emancipation Proclamation

15. "You have no oath registered in heaven to destroy the government, while I shall have the most solemn one to 'preserve, protect, defend' it."

– Abraham Lincoln, Inaugural Address

When President Abraham Lincoln made this statement, he indicated his commitment to do what?

- A. allow the Southern States to leave the Union
- B. defend the institution of slavery throughout the United States
- C. take strong action to maintain the Union
- D. make fundamental changes in the United States Government

16. “By the 1850s, the Constitution, originally framed as an instrument of national unity, had become a source of sectional discord.”

This quotation supports which conclusion?

- A. vast differences of opinion existed over the issue of States rights and the constitutionality of slavery
- B. the Federal Government had become more interested in foreign affairs than in domestic problems
- C. the Constitution had no provisions for governing new territories
- D. the Southern States continued to import slaves

17. 1. Which phrase best completes the title for the partial outline shown below?

I. Reasons for the _____

- A. Increasing sectionalism**
- B. Disagreements over states’ rights issues**
- C. Breakdown of compromise**
- D. Election of 1860**

- A. Start of the Revolutionary War
- B. Adoption of the Bill of Rights
- C. Failure of the Whiskey Rebellion
- D. Secession of Southern States from the Union

18. Base your answer to the question on the quotation below and on your knowledge of social studies.

... In *your* hands, my dissatisfied fellow countrymen, and not in *mine*, is the momentous issue of civil war. The government will not assail *you*. You can have no conflict without being yourselves the aggressors. *You* have no oath registered in Heaven to destroy the government, while *I* shall have the most solemn one to “preserve, protect, and defend it.” ...

— **President Abraham Lincoln, First Inaugural Address,**

March 4, 1861

President Lincoln made this statement in an effort to do what?

- A. urge Congress to spend money to buy the freedom of slaves
- B. convince Southerners that he posed no threat to their way of life
- C. offer to compromise his position regarding territorial expansion of slavery
- D. persuade Americans that war between the North and South was unavoidable

19. Base your answer to the question on the cartoon below and on your knowledge of social studies.

The "Strong" Government, 1869-1877



Source: J. A. Wales, Puck, May 12, 1880 (adapted)

What is the main idea of this cartoon from the Reconstruction Era?

- A. Southern society was oppressed by Radical Republican policies.
- B. Military force was necessary to stop Southern secession.
- C. United States soldiers forced women in the South to work in factories.
- D. Sharecropping was an economic burden for women after the Civil War.

20. Which congressional action led to the Southern viewpoint expressed in this cartoon?

- A. passage of the Homestead Act
- B. strengthening of the Fugitive Slave Laws
- C. military occupation of the former Confederate States
- D. ending the Freedmen's Bureau

21. Base your answer to this question on the poster below and on your knowledge of social studies.

**100 DOLLARS
REWARD!**

Ranaway from the subscriber on the 27th of July, my Black Woman, named **EMILY**, Seventeen years of age, well grown, black color, has a whining voice. She took with her one dark calico and one blue and white dress, a red corded gingham bonnet; a white striped shawl and slippers. I will pay the above reward if taken near the Ohio river on the Kentucky side, or **THREE HUNDRED DOLLARS**, if taken in the State of Ohio, and delivered to me near Lewisburg, Mason County, Ky.

THO'S H. WILLIAMS.
August 4, 1853.

Source: Ohio Historical Center Archives (adapted)

Prior to the Civil War, abolitionists reacted to the situation described in the poster by doing what?

- A. supporting the Underground Railroad
- B. opposing the Emancipation Proclamation
- C. banning freed slaves from Northern states
- D. proposing a stricter fugitive slave law

22.



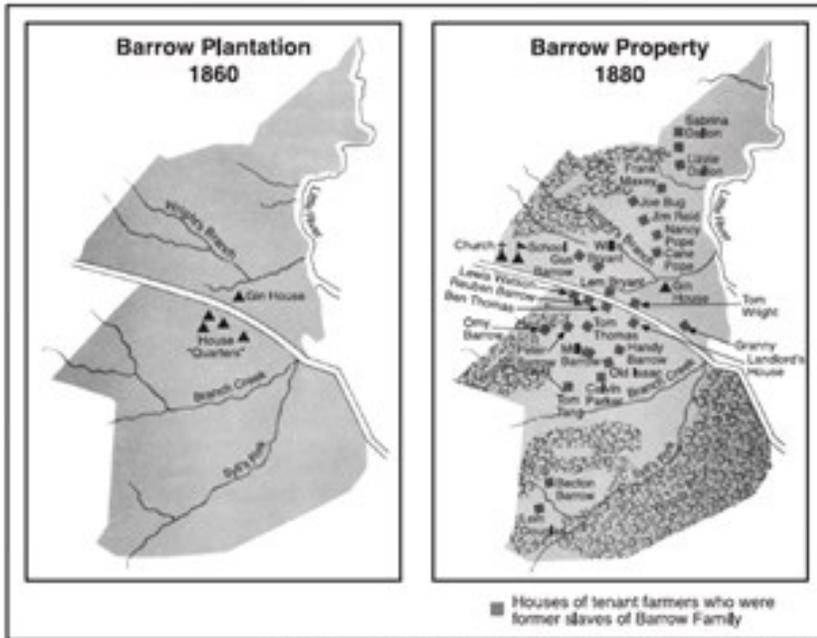
This cartoon, published in the British magazine Punch in January of 1863, is referring to what?

- A. the arming of blacks in irregular units in the border states.
- B. the use of blacks as conscript labor in Union engineer units
- C. the creation of formally organized black regiments in the Union army.
- D. Lincoln's issuance of the Emancipation Proclamation.

23. The above cartoon refers to an event which occurred after which battle?

- A. Bull Run (Manassas.)
- B. Fredericksburg
- C. Antietam
- D. Gettysburg

24.



Sources: Scribner's Monthly, "A Georgia Plantation," April 1881 and Graebner and Richards, *The American Record*, McGraw Hill, 2001 (adapted)

According to this illustration, how did the economic status of African-Americans change between 1860 and 1880?

- A. There was no change.
- B. Former slaves could rent land to farm and owned whatever crops they grew.
- C. Former slaves were always forced into sharecropping.
- D. Former slaves were likely to leave plantations to get industrial jobs in the North.

25.

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

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

— **14th amendment, Section 1, United States Constitution**

This amendment was adopted in 1868 primarily to do what?

- A. protect the rights of formerly enslaved persons.
 - B. make it easier for immigrants to become citizens
 - C. extend suffrage to settlers on the Great Plains
 - D. require the federal government to pay the costs of Reconstruction
26. Why did the institution of slavery command the loyalty of the vast majority of antebellum whites, despite the fact that only a small percentage of white Southerners owned slaves?
27. Analyze the effectiveness of political compromise in reducing sectional tensions in the period 1850-1877.
28. How do you account for the failure of Reconstruction (1865 -1877) to bring about social and economic equality of opportunity to the former slaves?
29. Discuss the political, economic, and social reforms introduced in the South between 1864 and 1877. To what extent were these reforms effective?
30. "I am not, nor ever have been, in favor of bringing about in any way the social and political equality of the white and black races." How can this 1858 statement of Abraham Lincoln be reconciled with his 1862 Emancipation Proclamation?

