

Example Items

U.S. Studies 8

U.S. Studies 8 Example Items are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

*The specific part of an SE that an Example Item measures is **NOT** necessarily the only part of the SE that is assessed on the ACP.* None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

- (1) Download the [Example Feedback Form](#) and email it. The form is located on the homepage of the [Assessment website](#): <https://assessment.dallasisd.org>.

OR

- (2) To submit directly, click “Example Feedback – online form” **after** you click the Example Items link under ACP Resources on the ACP tab on the [Assessment website](#).

First Semester
2020–2021
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EXAMPLE ITEMS U.S. Studies 8, Sem 1

1 Freedom of speech and the press is important in a constitutional republic because —

- A people must be protected from opinions they disagree with
- B the government has to ensure all news is accurate and fair
- C leaders need to be held accountable by citizens and the media
- D government is obligated to stop the spread of dangerous ideas

2 Colonial women contributed to the Revolutionary War effort by —

- A adding an equal rights amendment to the Bill of Rights
- B raising money to purchase uniforms and equipment for the army
- C fighting alongside male soldiers at the Battle of Yorktown
- D working in shipyards to build warships for the Continental Navy

3	Three-Fifths Compromise	Great Compromise
	Slaves are partially counted in a state's population for representation in Congress	A bi-cameral legislature provides representation for both large and small states.

What best summarizes the information in the table?

- A The farmers were particularly concerned with civil rights.
- B State representation in national government was an important issue.
- C The Bill of Rights was necessary to protect civil liberties.
- D A strong executive was necessary to strengthen and protect the nation.

4 Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof, or abridging the freedom of speech or of the press, or the right of the people peaceably to assemble and to petition the government for a redress of grievances.

—First Amendment to the United States Constitution

Religion was addressed in the Bill of Rights because colonists wanted to —

- A prevent segregation in the United States
- B protect their prosperity in the United States
- C prevent persecution in the United States
- D establish a republican government in the United States

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New England Colonies	Middle Colonies	Southern Colonies
<ul style="list-style-type: none">• rocky soil• short growing season• fishing/whaling• ship building	<ul style="list-style-type: none">• fertile soil• long growing season• staple crops	<ul style="list-style-type: none">• most fertile soil• longest growing season (sometimes two harvests in one year)• cash crops

Which region relied on subsistence farming rather than commercial farming?

- A New England Colonies
- B Middle Colonies
- C Southern Colonies
- D None of these

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?
<ul style="list-style-type: none">• Published anonymously• Argued for strong central government• Advocated ratification

Which document is described by the characteristics listed in the box?

- A The Bill of Rights
- B The U.S. Constitution
- C The Federalist Papers
- D Poor Richard's Almanack

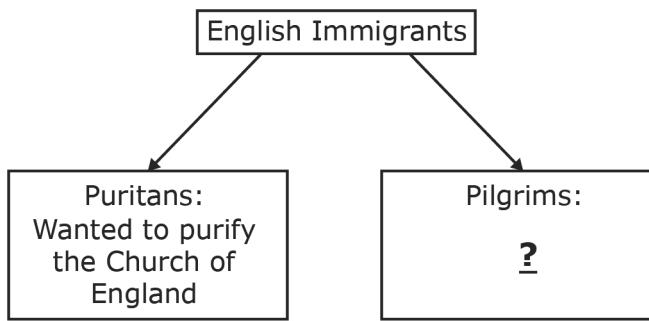
7

Why did Anti-Federalists oppose a new Constitution?

- A The Anti-Federalists wanted a strong central government.
- B They wanted to include guarantees for individual rights.
- C They believed the states were given too much power.
- D The Anti-Federalists wanted Congress to have the power to tax.

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Which reason best completes the diagram?

- A Created a new branch of the Church of England Massachusetts
- B Continued to financially support the Church of England
- C Separated completely from the Church of England
- D Published a new set of beliefs after leaving the Church of England

9 One motivation for English, Spanish, and French colonization of the Americas was to —

- A acquire natural resources
- B avoid causing war in Europe
- C purchase cheap land
- D weaken religion influence

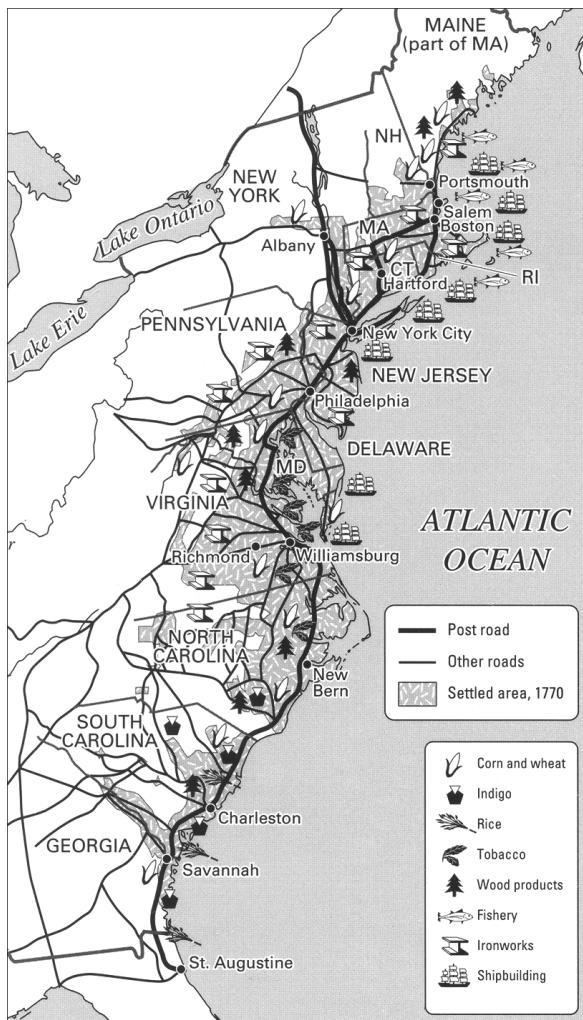
10 How did Samuel Adams contribute to early American history?

- A By improving the relationship between the newly-founded United States and foreign powers.
- B By organizing his fellow colonists into groups that shared ideas about the new British laws.
- C By convincing Congress to settle the issue of slavery.
- D By developing a foreign policy for the United States.

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The Colonial Economy, 1770



This map of the American Colonies shows the —

- A economic activity of each colony
- B population of large cities
- C location of major battles
- D slave-holding states

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Which statement summarizes the Bill of Rights?

- A It outlined the power of state governments.
- B It listed the grievances against the King of England.
- C It granted voting rights to all citizens.
- D It protected the rights of individuals and citizens.

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?

- Rights cannot be taken without consent
- Due process
- Right to participate in the political process
- Right to earn a living
- Freedom to migrate within the country

The examples in the chart are best described as —

- A state's rights
- B unalienable rights
- C legal rights
- D immigrant rights

14 The framers of the United States Constitution included an amendment process in order to —

- A satisfy the demands of the Anti-Federalists
- B facilitate the system of checks and balances
- C establish a system for appointing Supreme Court Justices
- D create a procedure to reflect changes in society

15

Yesterday the greatest question that has ever been debated was decided in America...A resolution was passed without one dissenting colony that those United Colonies are, and of right ought to be, free and independent States.

—Letter to wife Abigail Adams

The excerpt from John Adam's letter refers to what important event in American history?

- A Ratifying the Constitution
- B Declaring independence from England
- C Signing the Treaty of Paris of 1783
- D Adopting the Magna Carta

EXAMPLE ITEMS U.S. Studies 8, Sem 1

16	Reasons for the Development of New Institutions of Representative Government
	<ul style="list-style-type: none">• Need to decide issues of local interest• Desire to give colonial men a voice• “Salutary neglect” of the colonies by British authorities• Distance separating the colonies from Great Britain• ?

Which reason best completes the chart?

- A** Need to be protected from the French
- B** Desire of the colonists to have a state religion
- C** Need for British monarchy’s control over the colonies
- D** Lack of a colonial representative in the British parliament

17 The first ten amendments to the U.S. Constitution were modeled after the —

- A** English Bill of Rights
- B** Articles of Confederation
- C** Mayflower Compact
- D** Federalists Papers

18 One of the grievances listed in the Declaration of Independence was related to depriving the colonists of a trial by jury. This was addressed in the Bill of Rights by the —

- A** First Amendment
- B** Fourth Amendment
- C** Seventh Amendment
- D** Tenth Amendment

EXAMPLE ITEMS U.S. Studies 8, Sem 1

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What is one reason for the growth of Transatlantic Slavery trade in the 17th century?

- A The declining Indian population in North America and the Caribbean could not support a growing agricultural economy.
- B Indentured servitude was outlawed in North America and the Caribbean, causing a labor shortage.
- C African nations along the Atlantic coast had aligned themselves with Britain during the American Revolution.
- D The growth of shipbuilding and textile industries in the Northeast required large numbers of unskilled workers.

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How did the Northwest Ordinance of 1787 affect the formation of the United States?

- A It established a system for dividing the Western Territory.
- B It allowed slavery in the Northwest Territory.
- C It established procedures for settlement of the Northwest Territory.
- D It allowed states east of the Appalachian Mountains to become states.

21

Taxation without representation is tyranny.

—James Otis, 1765

What does the phrase "Taxation without representation" mean?

- A American Indians did not want to pay taxes to the colonists.
- B The French resented paying taxes to the king who was a dictator.
- C Enslaved Africans had no representatives in colonial government.
- D Colonists objected to being taxed without having a voice in Parliament.

22

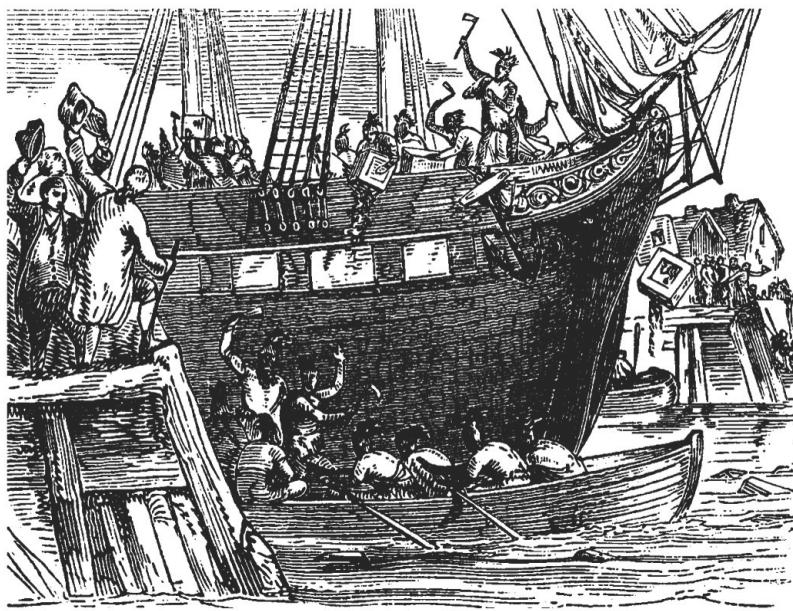
As one of the Founding Fathers, Alexander Hamilton —

- A supported the creation of a strong federal government
- B argued for a Bill of Rights
- C represented the views of rural landowners
- D was against a central banking system

EXAMPLE ITEMS U.S. Studies 8, Sem 1

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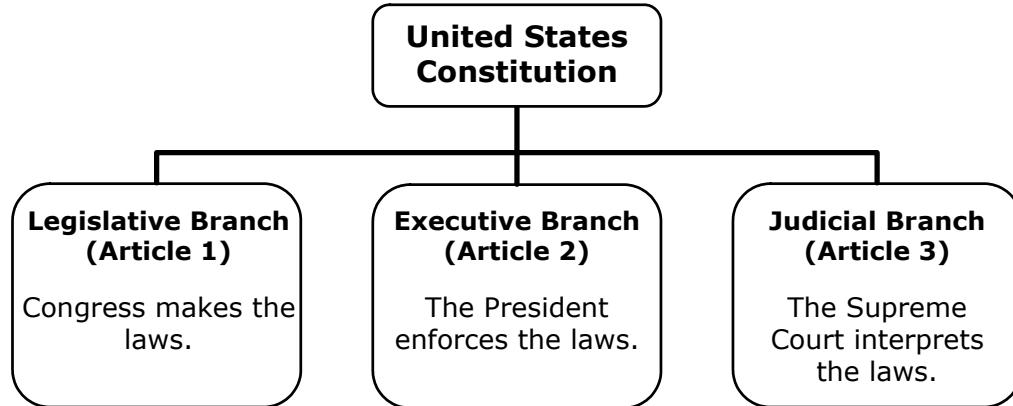
The Boston Tea Party, December 16th, 1773



What was the impact of this example of civil disobedience?

- A The French lost control of most of their North American territory.
- B Paul Revere's depiction of the event united the colonies behind Boston.
- C US manufacturing grew, leading to the Industrial Revolution.
- D The colonies declared their independence from England.

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Which principle of the United States Constitution is shown in the diagram?

- A Limited government
- B Separation of powers
- C Federalism
- D Checks and balances

EXAMPLE ITEMS U.S. Studies 8 Key, Sem 1

Item#	Key	SE	Process Skills	SE Justification
1	1C	8.21B	--	Describe the importance of free speech and press in a constitutional republic.
2	2B	8.23E	--	Identify the...economic contributions of women to American society.
3	3B	8.4D	29B	Analyze the issues of the Constitutional Convention of 1787 including the Great Compromise and the Three-Fifths Compromise.
4	4C	8.25C	29B	Analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.
5	5A	8.10B	29C	Compare places and regions of the United States in terms of physical and human characteristics.
6	6C	8.15A	29B	Identify the influence of ideas from historic documents, including the Federalist Papers on the U.S. system of government.
7	7B	8.17A	--	Analyze the arguments of the Anti-Federalists.
8	8C	8.23A	--	Identify ethnic groups that settled in the United States and explain their reasons for immigration.
9	9A	8.2A	--	Identify reasons for English, Spanish, and French exploration and colonization of North America.
10	B	8.22B	--	Describe the contributions of significant political leaders of the United States such as [but not limited to] John Paul Jones.
11	A	8.11A	29C	Analyze how physical characteristics of the environment influenced settlement patterns in the United States.
12	D	8.19B	--	Summarize rights guaranteed in the Bill of Rights.
13	B	8.19A	29B	Give examples of unalienable rights.
14	D	8.16A	--	Summarize the purpose for amending the U.S. Constitution.
15	B	8.4C	29B	Explain the issues surrounding important events of the American Revolution, including declaring independence.
16	D	8.3A	29B	Explain the reasons for the growth of representative government during the colonial period.
17	A	8.15A	--	Identify the influence of ideas from historic documents including the English Bill of Rights on the U.S. system of government.
18	C	8.15C	--	Explain how colonial grievances were addressed in the U.S. Constitution.
19	A	8.12B	--	Explain reasons for the development of the transatlantic slave trade.
20	C	8.10C	--	Analyze the effects of physical and human geographic factors on major historical events in the United States.
21	D	8.4A	29B	Analyze causes of the American Revolution, including lack of representation in Parliament.
22	A	8.17A	--	Analyze the arguments of the Federalists, including those of Alexander Hamilton.
23	D	8.20B	29B, 29D	Analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party.
24	B	8.15D	29B	Analyze how the U.S. Constitution reflects checks and balances and separation of powers.