

Example Items

U.S. Studies 8

Pre-AP

U.S. Studies 8 Pre-AP 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): <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
Code #: 4181
(Version 2: 11/6/2020)

EXAMPLE ITEMS U.S. Studies 8 Pre-AP, 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 In Frisco, Texas, a high school classroom is being used as a prayer room, a move that's drawn the attention of the Texas attorney general. The school district says students have been praying in the room for years without complaints. Now it's causing educators to think about how public schools accommodate students and their faith. About a dozen Muslim students are there to pray. Girls wear hijabs, and everyone has their shoes off. They spend the next 15 minutes in prayer. Not everyone thinks this is a good idea. At a recent school board meeting, parent Tim Boyer spoke out. Boyer says students of any faith should pray before or after school or on their lunch break, not during class time. The school established a prayer room in part because Muslim students were leaving on Fridays to pray at a mosque and were gone for two hours. The state attorney general's office raised concerns about the room saying it should be open to all students. The Texas state attorney general's office says it has no problems with the prayer room at Liberty High School in Frisco, as long as it's open to any student of any faith during non-class time.

Source: www.npr.org

This news article describes a disagreement regarding —

- A the role of the Attorney General in Texas
- B how to interpret the First Amendment
- C the view that immigration needs to be restricted
- D the rights of a parent at a school board meeting

EXAMPLE ITEMS U.S. Studies 8 Pre-AP, Sem 1

4 The central issue of the Three-Fifths Compromise concerned the —

- A establishment of upper and lower legislative bodies
- B manner in which bills and amendments become law
- C portion of federal revenues from large and small states
- D counting of enslaved people to determine representation

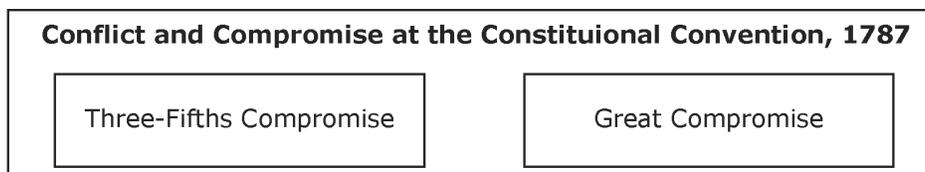
5

?
<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

6



Which statement best summarizes the information in the graphic?

- A A strong executive could become a tyrant.
- B The framers were particularly concerned with civil rights for slaves.
- C State representation in the national government was an important issue.
- D The Bill of Rights was necessary to protect civil liberties.

7

What is the significance of the Mayflower Compact in the development of a democratic representative government in the colonies?

- A Colonists wrote regulations to prevent British companies from controlling resources.
- B Colonists created a document to outline how resources would be fairly distributed.
- C Colonists agreed to submit to the rule of British law under the colonial authority.
- D Colonists entered into an agreement to choose leaders and make laws for all to follow.

EXAMPLE ITEMS U.S. Studies 8 Pre-AP, Sem 1

8 The plantation system that developed in the Southern Colonies relied on —

- A developing a factory system in the North
- B increasing the number of Irish immigrants
- C increasing the population of enslaved Africans
- D balancing a short growing season with moderate rainfall

9

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

10

“Our properties within our own territories should not be taxed or regulated by any power on earth but our own.”

—Thomas Jefferson

“One of the most essential branches of English liberty is the freedom of one's house. A man's house is his castle.”

—James Otis

How did the ideas expressed by Thomas Jefferson and James Otis affect the early history of the United States?

- A They inspired the creation and ratification of the constitution.
- B They led to the growth and development of political parties.
- C They contributed to the beginning of the American Revolution.
- D They contributed to the beginning of the French and Indian War.

EXAMPLE ITEMS U.S. Studies 8 Pre-AP, Sem 1

11

?
<ul style="list-style-type: none">• Escaped religious persecution• Believed all men and women are equal• Settled in Breadbasket Colonies

Which group of early colonial settlers is described in the chart?

- A Puritans
- B Quakers
- C French Huguenots
- D Mayflower Pilgrims

12



What best completes the chart?

- A Causes of the American Revolution
- B Puritans seek to escape religious persecution
- C Arguments before Washington's cabinet members
- D Europeans establish the American colonies

13

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

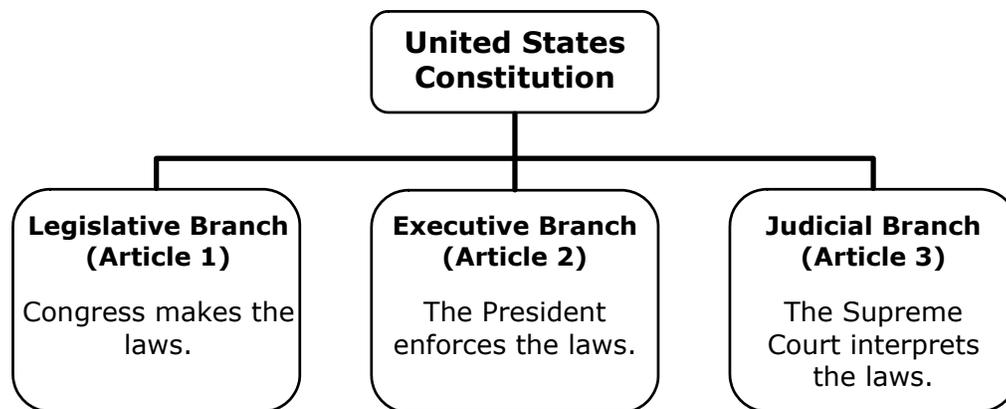
14

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 Pre-AP, Sem 1

15



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

16 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

17

?
<ul style="list-style-type: none">• 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

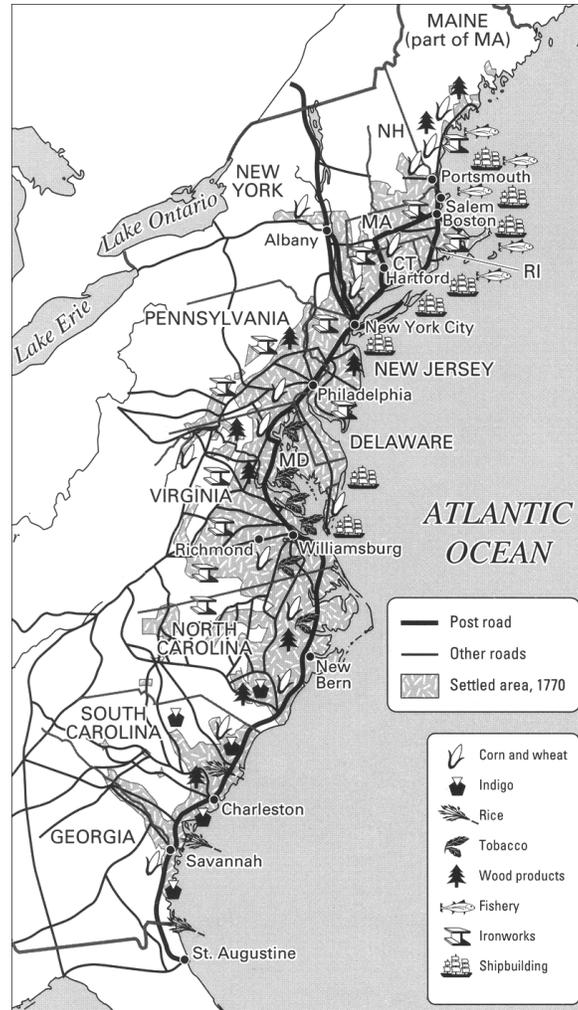
The examples in the chart are best described as —

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

EXAMPLE ITEMS U.S. Studies 8 Pre-AP, Sem 1

18

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

19

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.

EXAMPLE ITEMS U.S. Studies 8 Pre-AP, Sem 1

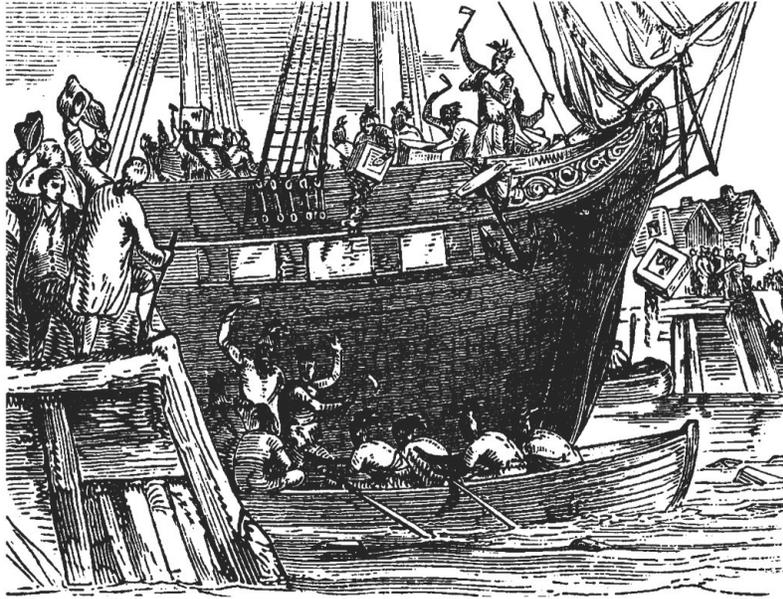
20

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.

21

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.

EXAMPLE ITEMS U.S. Studies 8 Pre-AP, Sem 1

22

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.

23

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.

24

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.

25

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 Pre-AP Key, Sem 1

Item#	Key	SE	Process Skills	SE Justification
1	C	8.21B	--	Describe the importance of free speech and press in a constitutional republic.
2	B	8.23E	--	Identify the...economic contributions of women to American society.
3	B	8.25C	29B	Analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.
4	D	8.1A	--	Analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.
5	C	8.15A	29B	Identify the influence of ideas from historic documents, including the Federalist Papers on the U.S. system of government.
6	C	8.4D	29B	Analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.
7	D	8.3A	--	Explain the reasons for the growth of representative government and institutions during colonial period.
8	C	8.10B	--	Compare region of the United States in the term of physical and human characteristics.
9	B	8.4C	29B	Explain the issues surrounding important events of the American Revolution, including declaring independence.
10	C	8.1A	29B	Identify the major events in U.S. history through 1877, including revolution.
11	B	8.23A	29B	Identify religious groups that settled in the United States and explain their reasons for immigration.
12	D	8.2A	29B	Identify reasons for English, Spanish, and French exploration and colonization of North America.
13	A	8.15A	--	Identify the influence of ideas from historic documents including the English Bill of Rights on the U.S. system of government.
14	C	8.15C	--	Explain how colonial grievances were addressed in the U.S. Constitution.
15	B	8.15D	29B	Analyze how the U.S. Constitution reflects checks and balances and separation of powers.
16	D	8.16A	--	Summarize the purpose for amending the U.S. Constitution.
17	B	8.19A	29B	Give examples of unalienable rights.
18	A	8.11A	29C	Analyze how physical characteristics of the environment influenced settlement patterns in the United States.
19	D	8.19B	--	Summarize rights guaranteed in the Bill of Rights.
20	B	8.17A	--	Analyze the arguments of the Anti-Federalists.
21	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.
22	A	8.12B	--	Explain reasons for the development of the transatlantic slave trade.
23	C	8.10C	--	Analyze the effects of physical and human geographic factors on major historical events in the United States.
24	D	8.4A	29B	Analyze causes of the American Revolution, including lack of representation in Parliament.

Item#	Key	SE	Process Skills	SE Justification
25	A	8.17A	--	Analyze the arguments of the Federalists, including those of Alexander Hamilton.