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About this book

In the spring you will take a test about your history course. This test will assess what you have learned about the history of the United States to 1865.

*United States History to 1865 Virginia SOL Assessment Practice* was created to help you prepare for this test. The book has a Pretest, Test Practice lessons, and a Posttest. As you practice test-taking skills and learn about each of the Virginia Standards of Learning, you will become comfortable taking tests.

Standards Correlation Chart

All of the Standards of Learning for the United States History to 1865 are tested on the Virginia SOL assessment. The Correlation Chart in lists each SOL and the pages where they can be found.

Page numbers are listed so that you can find questions to help you practice each standard. For example, if you need to practice reading maps, find the Geography SOL and go to those pages for more practice.

Test-Taking Tips

The Test-Taking Tips included in this book will help you during a test. Your teacher may read these tips with the class. You will want to look at these several times, especially before taking a test. Talk to your parents or guardians about what you can do as a family to prepare for tests.

If you feel nervous about taking tests, talk to your teacher, parents, or guardians about it. They can help you find the best way to prepare for the Virginia SOL assessment.

Pretest

A pretest is a test students take before they learn new material. Your teacher may use it to find out what you already know and what you still need to learn.

The Pretest in this book looks similar to the Virginia SOL assessment. It has 40 multiple-choice questions. Some of the questions include text passages, photos, graphic organizers, or other images, just like the Virginia SOL assessment. This will help you become familiar with the test.
## Virginia Social Studies Standards of Learning Correlation Chart

### United States History to 1865

#### Exploration to Revolution: Pre-Columbian Times to the 1770s

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Page Numbers</th>
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<tbody>
<tr>
<td><strong>USI.3</strong></td>
<td>The student will demonstrate knowledge of how early cultures developed in North America by</td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>describing how archaeologists have recovered material evidence of ancient settlements including Cactus Hill.</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>locating where the American Indians lived, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodland (Iroquois).</td>
<td>17, 28, 65</td>
</tr>
<tr>
<td>c)</td>
<td>describing how the American Indians used the resources in their environment.</td>
<td>28, 32-33, 69</td>
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</table>

**USI.4** The student will demonstrate knowledge of European exploration in North America and West Africa by

<table>
<thead>
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<th>Standard</th>
<th>Description</th>
<th>Page Numbers</th>
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<tbody>
<tr>
<td>a)</td>
<td>describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations.</td>
<td>5, 34, 53</td>
</tr>
<tr>
<td>b)</td>
<td>describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict with emphasis on the American Indian concept of land.</td>
<td>34-35, 51</td>
</tr>
<tr>
<td>c)</td>
<td>identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.</td>
<td>22, 34-35, 46</td>
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</table>

**USI.5** The student will demonstrate knowledge of the factors that shaped colonial America by

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Page Numbers</th>
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<tbody>
<tr>
<td>a)</td>
<td>describing the religious and economic events and conditions that led to the colonization of America.</td>
<td>3, 52-53</td>
</tr>
<tr>
<td>b)</td>
<td>describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.</td>
<td>14, 18, 29, 36, 67</td>
</tr>
<tr>
<td>c)</td>
<td>describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans.</td>
<td>3, 37, 51</td>
</tr>
<tr>
<td>d)</td>
<td>identifying the political and economic relationships between the colonies and Great Britain.</td>
<td>5, 37, 52</td>
</tr>
</tbody>
</table>
Test Practice

This section will help you understand the Virginia Standards of Learning. You will also practice skills that will help you do well on the Virginia SOL assessment. Each lesson goes step-by-step through a skill and question to help you find the right answer.

Posttest

The Posttest also looks like the Virginia SOL assessment. You will probably take the Posttest after you have practiced the skills in the Test Practice lessons. After this test, you will be familiar with the SOL and the skills needed to be successful on the Virginia SOL assessment.

How to Take Tests

You have taken tests before. You know there are many different types of tests and questions. Here are general tips to help you with the Virginia SOL assessment and any other tests.

Understanding Questions and Directions Read every word. Follow all directions carefully. Think about each question after you read it. Look for words that tell you what to do or what to look for in the text or an image. Study maps or charts for labels or words that might help you answer the question.

On the Virginia SOL assessment, words like most or best are bold and italicized. They tell you that more than one answer might be correct, but only one answer is the best answer. Some words, like EXCEPT, may be in capital letters. These words tell you that only one answer is correct. Be sure to read each question carefully so you understand why those words are pointed out.

Reading Text Passages Some questions might include a text passage or a paragraph that you have to read to answer the question. Read the text carefully. Look for words or phrases in the text and the question that are similar. These words and phrases will help you answer the question.

Answering Questions With Images Other questions might include a photo, graphic organizer, or other image. These images give clues to help you answer the question.
Ruling out the Wrong Answer Start by reading the question and all the answers. Which answers do you know are incorrect? For example, a question might ask about a specific place like Richmond, Virginia, but an answer choice talks about the United States. You can rule out that answer choice. Use common sense.

Making Your Best Guess If you are not sure about the correct answer to a question, make your best guess. First rule out as many incorrect answers as possible. Then make your best guess between the answer choices that are left. Choose the answer that is most likely correct.

Filling in Bubble Sheets Your teacher may give you an answer sheet with many circles on it called a bubble sheet. Sometimes a computer checks these bubble sheets. The bubble sheet is run through a computer that looks for the filled-in circles on the bubble sheet. If your sheet is messy, or your circles are not filled in dark enough or completely, the computer could misread your bubble sheet.

When you take a test, completely fill in the bubble with your pencil. Don’t use an X or a checkmark. If you fill in a bubble partway, or if you go over the lines too much, your answer may not count. If you need to change an answer, erase your first choice completely. Then fill in the bubble for your second choice.

Checking Your Work After you have completed your test, check your work. Go back to the beginning of the test and answer any questions you may have skipped. Check to make sure that you have filled in the bubbles on the answer sheet correctly.
Test-Taking Tips

Before the Test

✔ Go to bed early the night before.
✔ Eat a good breakfast the day of the test.
✔ Be prepared. Wear comfortable clothes. Make sure you have extra sharpened #2 pencils with you.

During the Test

✔ Be confident! You can do it! If a question seems hard, take your time, use the strategies, and do your best.

✔ Relax!

✔ Read each question carefully.

✔ Don’t leave any answers blank. If you do not know the answer to a question, skip it and come back to it later.

✔ Check your answers. Reread each question and make sure your answer makes sense.

✔ Erase incorrect answers completely.

✔ Check your answer sheet. Fill in each circle completely. Make sure there are no extra marks on the answer sheet.
### Virginia Social Studies Standards of Learning Correlation Chart

#### United States History to 1865

<table>
<thead>
<tr>
<th>Essential Skills</th>
<th>Page Number</th>
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<tr>
<td><strong>USI.1</strong> The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to</td>
<td></td>
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<tr>
<td>a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;</td>
<td>4</td>
</tr>
<tr>
<td>b) make connections between the past and the present;</td>
<td>4</td>
</tr>
<tr>
<td>c) sequence events in United States history from pre-Columbian times to 1865;</td>
<td>42</td>
</tr>
<tr>
<td>d) interpret ideas and events from different historical perspectives;</td>
<td>34</td>
</tr>
<tr>
<td>e) evaluate and discuss issues orally and in writing;</td>
<td>27–48,</td>
</tr>
<tr>
<td>f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;</td>
<td>15</td>
</tr>
<tr>
<td>g) distinguish between parallels of latitude and meridians of longitude;</td>
<td>16</td>
</tr>
<tr>
<td>h) interpret patriotic slogans and excerpts from notable speeches and documents;</td>
<td>12, 40, 62</td>
</tr>
<tr>
<td>i) identify the costs and benefits of specific choices made, including the intended and unintended consequences of choices and how people and nations responded to positive and negative incentives.</td>
<td>46</td>
</tr>
</tbody>
</table>

### Geography

<p>| USI.2 The student will use maps, globes, photographs, pictures, or tables to | |
| a) locate the seven continents and five oceans; | 16, 31 |
| b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range. | 19, 30, 65–66 |
| c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico. | 18–19, 31, 64 |
| d) recognize key geographical features on maps, diagrams, and/or photographs. | 30 |</p>
<table>
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<tr>
<th>Revolution and the New Nation: 1770s to the Early 1800s</th>
<th>Page Number</th>
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<tbody>
<tr>
<td><strong>USI.6</strong> The student will demonstrate knowledge of the causes and results of the American Revolution by</td>
<td></td>
</tr>
<tr>
<td>a) identifying the issues of dissatisfaction that led to the American Revolution.</td>
<td>6, 39, 54</td>
</tr>
<tr>
<td>b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence.</td>
<td>22, 39, 69–70</td>
</tr>
<tr>
<td>c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry.</td>
<td>6–7, 38, 55, 57</td>
</tr>
<tr>
<td>d) explaining reasons why the colonies were able to defeat Britain.</td>
<td>8, 57</td>
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<tr>
<th>Expansion and Reform: 1801 to 1861</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>USI.8</strong> The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by</td>
<td></td>
</tr>
<tr>
<td>a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.</td>
<td>13, 42–43, 58, 60, 68</td>
</tr>
<tr>
<td>b) identifying the geographic and economic factors that influenced the westward movement of settlers.</td>
<td>21, 25, 47, 72</td>
</tr>
<tr>
<td>c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.</td>
<td>2, 20, 24, 43, 47, 73</td>
</tr>
<tr>
<td>d) identifying the main ideas of the abolitionist and suffrage movements.</td>
<td>9–10, 50, 58</td>
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</table>
## Civil War and Reconstruction: 1860s to 1865

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>USI.9.a</td>
<td>Describing the cultural, economic, and constitutional issues that divided the nation.</td>
<td>10, 44, 59</td>
</tr>
<tr>
<td>USI.9.b</td>
<td>Explaining how the issues of states' rights and slavery increased sectional tensions.</td>
<td>9, 11, 13, 44–45, 59, 61</td>
</tr>
<tr>
<td>USI.9.c</td>
<td>Identifying on a map the states that seceded from the Union and those that remained in the Union;</td>
<td>9</td>
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<tr>
<td>USI.9.d</td>
<td>Describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war.</td>
<td>11–12, 29, 45, 61–63</td>
</tr>
<tr>
<td>USI.9.e</td>
<td>Using maps to explain critical developments in the war, including major battles.</td>
<td>15, 68</td>
</tr>
<tr>
<td>USI.9.f</td>
<td>Describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and enslaved African Americans.</td>
<td>12, 63</td>
</tr>
</tbody>
</table>
Pretest
Directions

Read each question and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

SAMPLE
The cotton gin was invented by —
A  Cyrus McCormick
B  Jo Anderson
C  Robert Fulton
D  Eli Whitney
1. The Puritans left Great Britain because they —
   A. were a part of the Virginia Company
   B. had been in debtor’s prison in England
   C. wanted to avoid religious persecution
   D. wanted to found Jamestown

2. Women in colonial America —
   F. lived predominately in the South
   G. had equal rights with men
   H. worked as craftsmen
   J. could not vote
Portugal explored which area on the map?

A  1
B  2
C  3
D  4

4 Which of the following is true of American Indians?

F  Believed that land could not be owned
G  Spread Christianity
H  Spread diseases to Europeans
J  Learned farming techniques from Europeans
5 The Struggle for North America

Which country replaces the question mark on the map?

A Canada
B Spain
C Mexico
D Portugal

6 Colonial legislatures made laws for each colony and were monitored by —

F the colonists
G the king
H colonial governors
J Parliament
7 What major contribution did Thomas Jefferson make to the American Revolution?
   A Helped gain French support for independence
   B Was the major author of the Declaration of Independence
   C Wrote poems and plays supporting independence
   D Inspired colonial patriotism with speeches

8 What caused the French and Indian War?
   F The lack of colonial representation in Parliament
   G The restriction of western movement of settlers
   H Great Britain wanting to tax the colonies
   J Great Britain’s desire to remain a world power

9 Which of the following was not a source of colonial dissatisfaction?
   A They wanted to keep British soldiers in the colonies.
   B They had no representation in parliament.
   C They opposed taxes.
   D They resented the control of colonial governors.
Which of the following took place after the event shown in the picture?

F  The Proclamation of 1763
G  The Stamp Act
H  The Boston Tea Party
J  The French and Indian War

11. What event was the turning point of the American Revolution?

A  The Battles at Lexington and Concord
B  The American victory at the Battle of Saratoga
C  The approval of the Declaration of Independence
D  The meeting of the First Continental Congress
12 What advantage did American colonists have during the Revolutionary War?
F Strong leadership
G Naval support
H Highly trained soldiers
J Support from Spain

13 Which document warned European nations not to interfere in the Western Hemisphere?
A The Constitution
B Declaration of Independence
C The Proclamation of 1763
D Monroe Doctrine
The United States was divided as shown on the map after which political decision?

F  Missouri Compromise
G  *Dred Scott v. Sanford*
H  Kansas-Nebraska Act
J  The Compromise of 1850

**15**  William Lloyd Garrison was a leader in which movement?
A  Suffrage
B  Independence
C  Abolition
D  Temperance
16  Supporters of the suffrage movement believed that —
   F  slavery was cruel and inhumane
   G  women were deprived of basic rights
   H  men and women were not equal
   J  women should have limited rights

17  Which of the following is true of the North before the Civil War?
   A  The North was mainly an urban society in which people held jobs.
   B  People in the North were against tariffs that protected factories.
   C  Northern planters were worried that England might stop buying cotton.
   D  The North was mainly an agricultural society in which people worked on farms.
18 Which event sparked the beginning of the Civil War?
   F Missouri entered the Union as a slave state.
   G President Lincoln gave the Gettysburg Address.
   H Southern states seceded from the Union.
   J Confederate forces attacked Fort Sumter.

19 Who was president of the Confederate States of America?
   A Robert E. Lee
   B Jefferson Davis
   C Abraham Lincoln
   D Thomas “Stonewall” Jackson
With all my devotion to the Union, and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relative, my children, my home. I have, therefore, resigned my commission in the Army. . . .

— April 20, 1861

Who made this statement about resigning from the Union Army?

F  Robert E. Lee
G  Thomas “Stonewall” Jackson
H  Ulysses S. Grant
J  Jefferson Davis

21. Which of the following was an effect of the Civil War?

A  Families were reunited.
B  Southern troops were increasingly better equipped.
C  Women were not allowed to run businesses.
D  Confederate money became worthless.
What state was added to the United States after it became an independent republic?

F 1
G 2
H 3
J 4

23 Popular sovereignty is the decision that —
A Missouri would be a slave state
B each state would decide the slavery issue
C California would be a free state
D every other new state would be free
Which colonial region grew mostly tobacco, cotton, and indigo?

F  1
G  2
H  3
J  4
The Union battle strategy shown on the map used the Confederacy’s geography to its advantage by —

A controlling the Mississippi River
B taking control of border states
C invading from the north
D creating a blockade of Southern ports
The imaginary lines on this map drawn in a north-south direction are called —

F  meridians
G  longitudes
H  degrees
J  latitudes
This picture shows an example of a settlement of the —

A  Pueblo
B  Inuit
C  Iroquois
D  Kwakiutl
28 Lewis and Clark explored which river?
   F Mississippi
   G Colorado
   H Missouri
   J Columbia

29 What was the climate of the New England colonies?
   A Mild winters and moderate summers
   B Moderate summers and cold winters
   C Mild summers and freezing winters
   D Mild winters and hot summers
What is the name of the waterway shown on the map?

F  St. Lawrence Seaway  
G  Michigan Seaway  
H  The Great Lakes Seaway  
J  The Atlantic Seaway

31  Which region has rugged mountains that stretch along the Pacific coast from Canada to California?

A  Coastal Plain  
B  Canadian Shield  
C  Coastal Range  
D  Basin and Range
Which of these inventions increased the production of cotton, thus increasing the need for labor?

F  1
G  2
H  3
J  4
The invention shown in the picture —
A  expanded knowledge of the overland trails
B  led to the belief in “Manifest Destiny”
C  made transportation cheaper and faster
D  expanded logging and farming
34 What resources did the West African empires trade for metals, cloth, and other manufactured goods?

F Salt and gold
G Cloth and camels
H Salt and cloth
J Ships and gold

35 Unalienable rights are citizens’ rights that —
A are guaranteed to immigrants
B empower the government
C establish government
D cannot be taken away
36 What was one weakness of the Articles of Confederation?

F  Provided for strong national government
G  Provided for no common currency
H  Gave Congress the power to tax
J  Provided for three branches of government

37 How many states had to vote in favor of the Constitution for it to become law?

A  7
B  9
C  11
D  13
The first 10 amendments to the Constitution are called the —

F  Great Compromise  
G  Articles of Confederation  
H  Bill of Rights  
J  Declaration of Independence

Someone who organizes resources to bring new or better goods and services to the market is called —

A  an entrepreneur  
B  a producer  
C  an inventor  
D  a supplier
Which of the following best completes the chart?

F  The Oregon Trail is created.
G  The Erie Canal is built.
H  Farm land becomes cheap.
J  People move west for economic opportunity.
Test Practice
TEST PRACTICE

LESSON 1 Understand and Answer Test Questions

Standard USI.1 provides nine skills that are essential to social studies learning. This is the only standard that is woven into the others. These skills will help you answer the multiple choice questions on the SOL test.

Learn It

Use the tips below to help you answer test questions.

• Read all directions to know what you need to do.
• Read the test question. Look for words that give clues to help you identify the answer.
• Pay special attention to words in bold or italics. These give you additional clues.
• Directions that include *most* or *best* tell you that more than one answer might be right. Only one answer is the best answer, though.
• Directions that include *not*, *least*, or *except* tell you that one answer is wrong, and all others are right. You have to pick the answer that is wrong.
• Read all answers. Rule out answers that you know are not correct.
• Look at any remaining answers. Remember that all questions ask what you know. Use your knowledge and common sense to pick the best answer.

Practice It

Read the question and circle the best answer.

1. Which American Indian tribe *most* likely used trees when building homes?
   A. Inuit
   B. Lakota
   C. Iroquois
   D. Pueblo
Step 1  You are asked which tribe most likely used trees. Think about where each American Indian tribe lived. Which tribe lived in areas with few or no trees? Rule out those tribes.

☐ I can rule out answer(s) ________ because

Step 2  Look at the answers that remain. Which group lived in an area with lots of trees?

☐ The correct answer is ________ because

Apply It

Read the questions and circle the best answers.

2  Shipbuilding was an important industry for —
   F  all port cities
   G  the New England colonies
   H  the Southern colonies
   J  all cities along rivers

3  The Civil War leader who issued the Emancipation Proclamation was —
   A  Abraham Lincoln
   B  Robert E. Lee
   C  Jefferson Davis
   D  Frederick Douglass
LESSON 2 Use Maps

Standard USI.2 teaches about the geography of the United States. In order to learn geography, you need to understand and analyze maps. This lesson will help you practice using maps to master geography questions on the SOL test.

Learn It

Use the tips below to help you interpret maps.

• Read the title of the map. Look for a map legend to help make connections.

• Use the compass rose to find directions.

• Find symbols, landforms, and water features. Look for labels that help identify places.

• Look for lines that separate countries, territories, or states. Find other lines that will help you read the map.

Practice It

Read the question and circle the best answer.

1. Which region has old, eroded mountains?
   A 1
   B 2
   C 3
   D 4
Step 1

Look at the regions marked with numbers on the map. The question asks about mountains. Can you rule out any region without mountains?

☐ I know __________ is not correct because __________

Step 2

Look at the remaining answers. All three regions have mountains. Reread the question looking for key words or phrases. The question asks for old, eroded mountains. Which answer is the best match for the question?

☐ I believe the correct answer is __________ because __________

Apply It

Read the questions and circle the best answers.

2 Which water feature led to inland port cities in the Midwest?
   F Great Lakes
   G Mississippi River
   H Colorado River
   J Atlantic Ocean

3 What are the lines on a map that run east to west called?
   A Tropics
   B Latitude
   C Equator
   D Longitude
LESSON 3 Read and Interpret Events

You first learned about the early cultures in North America in Standard USI.3. To better learn this information, it is important to read and interpret ideas about history. Some questions on the SOL test may include information in lists, diagrams, or charts. Learn how to read a list to answer a question.

Learn It

Use the tips below to help you answer test questions.

- Read the list in the box. Don’t forget to read the title, if there is one.
- Interpret the items in the list: What do they have in common? What is different?
- Read the test question to see how the list and the question are related.
- Read the answer choices to see how they relate to the list.

Practice It

Read the question and circle the best answer.

1

- Deer
- Corn
- Wood
- Fish

The items in the list that American Indians used are all —

A  human resources
B  natural resources
C  land resources
D  capital resources
Step 1 The question asks you to identify resources used by American Indians. Look at the answer choices. What have you learned about the types of resources? Which answer choice can you rule out?

☐ I know answer __________ is not correct because

Step 2 What do all the resources have in common? Based on what you know, what is the best answer?

☐ I believe the correct answer is __________ because

Apply It

Read the questions and circle the best answers.

2 Which resource did the Iroquois use to build canoes?
   F Deer
   G Fish
   H Wood
   J Corn

3 Cliff dwellings were most likely homes built by the —
   A Inuit
   B Lakota
   C Pueblo
   D Iroquois
LESSON 4 Draw Conclusions

Many test questions draw conclusions about information. The questions sometimes include a text passage and ask you to draw conclusions about the text. Learn how to read text and draw conclusions with Standard USI.4. This standard teaches about European exploration in North America and West Africa.

Use the tips below to help you draw conclusions.

- Read the items in the text. Also read the title, if there is one. Think about how this relates to what you already know about that topic.
- Read the test question. Examine how the question relates to the text and your prior knowledge.
- Read the answer choices. Draw a conclusion about how the choices relate to the text and what you know.
- Sometimes the question asks you to identify the author of the text. Read the text carefully. Who is most likely to have said that?

Practice It

Read the question and circle the best answer.

1 Francisco Coronado explored North America and claimed the Southwest for Spain. The Spanish brought Christianity to the New World. Robert LaSalle claimed the Mississippi River Valley for France. The French established trading posts. The English established settlements and claimed ownership of land. They learned how to farm from American Indians. The Portuguese carried goods from Europe to trade with West African Empires. They traded enslaved workers from West Africa to North America to boost their economy.

Which of the following is the best title for this text passage?

A European Explorers
B The French and the Mississippi River
C English Colonies
D Europeans in the Americas
Step 1
The question asks you to draw a conclusion about the text passage. Read the answers. Which are too specific to cover all the information in the text?

☐ I know choices ______ are not correct because

Step 2
Look at the answers that remain. Which statement is the best based on what you know?

☐ I believe the correct answer is ______ because

Apply It
Read the questions and circle the best answers.

2 Portuguese explorers traded in West Africa —
   F to claim Mali as a territory
   G for economic reasons
   H to bring Christianity to Ghana
   J to improve condition in Songhai

3 Which of the following traded with American Indians?
   A The Portuguese
   B The French
   C The Spanish
   D The English
LESSON 5 Compare and Contrast Data

Standard USI.5 helps you learn about colonial America. You should be able to describe the three colonies and explain how they are similar and how they are different. This is called comparing and contrasting. Learning this skill will help you do well on questions about differences and similarities.

Use the tips below to help you compare and contrast.

- Read the question and answer choices carefully to learn about the topic. Think about what you know.
- If the question includes other information, find details and clues. This may be a text passage, a list, a diagram, or a chart.
- Make connections on how the information similar. Compare.
- Make connections on how the information is different. Contrast.
- Identify which answer choice is different from the others.

Practice It

Read the question and circle the best answer.

1. Which of the following is true about the American colonies?
   A. All colonies were dependent on each other.
   B. The colonies all had the same resources.
   C. Industry was important for the South.
   D. Farmland made slavery profitable only in New England.
Step 1  The question asks you to find similarities and differences between American colonies. Look at the answer choices that include just one colony. What do you know about these colonies?

☐ I can rule out choices __________ because

Step 2  Look at the answers that remain. Which statement is the best based on comparing and contrasting?

☐ I believe the correct answer is __________ because

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Apply It

Read the questions and circle the best answers.

2  How did different groups in the colonies differ?
   F  Women had few rights but all men were educated.
   G  Farmers lived in town and artisans lived on farms.
   H  Large landowners had no help but farmers had help from families.
   J  Indentured servants were freed after their contract, while enslaved African Americans were never freed.

3  The economic and political relationship between Great Britain and the colonies was similar because Great Britain —
   A  let the colonies rule themselves
   B  gave the colonies general rules
   C  controlled both trade and the colonial governments
   D  let colonial legislatures control trade
LESSON 6 Determine Cause and Effect

In Standard USI.6, you learn about the causes and effects of the Revolutionary War. A cause is an action or event that makes something else happen. An effect is the result of the cause.

Sometimes the questions may include a diagram or chart. Learn how to determine cause and effect to help you answer test questions.

Learn It

Use the tips below to help you determine cause and effect.

- Carefully read the question and the answer choices. Look for clue words, such as because, as a result of, and so.
- Ask yourself, “What happened?” This will help you find an effect.
- As yourself “Why did that happen?” The answer will help you find a cause.
- If there is a diagram, read the text and title. How does it help you answer the question?

Practice It

Read the text to answer the questions.

1. Cause  Effect
   
   ?  American Revolution

Which of the following best completes the chart?

A  Shared power between colonists and governors
B  Taxes and no representation in Parliament
C  The ending of taxes
D  The opening of the west for settlers
Step 1  The question asks you to find the cause of the American Revolution. Why did the colonists start a revolution? Think about what they wanted. Which answers can you rule out?

☐ I know choices __________ are not correct because

Step 2  Look at the answers that remain. Which statement is the best based on what you know?

☐ I believe the correct answer is __________ because

Apply It

Read the questions and circle the best answers.

2  Which of the following ideas supports independence?
   F  People establish governments to protect the economy.
   G  People are not allowed to change the government.
   H  Government does not have any power.
   J  Government gets its power from the people.

3  Which of the following was a cause of the American Revolution?
   A  The Treaty of Paris
   B  The Battle of Saratoga
   C  The victory at Yorktown
   D  The Battles at Lexington and Concord
LESSON 7 Interpret and Analyze Sources

Primary and secondary sources provide different ways to learn about the past. A primary source is a first-hand account by a person about an event. A secondary source is an account of a person or event by someone who was not an eyewitness. Standard USI.7 teaches about the government of the United States. Analyze sources to answer questions about the new government.

**Learn It**

Use the tips below to help you interpret and analyze sources.

- Read the title and text. Decide the time period of the event in the text.
- Look for clues about the type of text. Is it a first-hand account or a retelling by someone who wasn’t there?
- Read the question and answer choices. Analyze information based on words you know from the source.
- Look for clues about the author of the text. What ideas or beliefs did the author have? How does this information help you answer the question?
- Think about what was happening at the time of the event. How did this event affect people?

**Practice It**

Read the question and circle the best answer.

1. The delegates decided to compromise over several issues in the plan for the new government. They also thought the document might need to be changed in the future. They created a way to add amendments.

Which of the following is the best title for the text?

- A The Declaration of Independence
- B The Constitution
- C The Great Compromise
- D The Articles of Confederation
Step 1  Read the text in the box. What is the topic? Then read the answer choices. Which do you know are not correct?

☐ I know choices ___________ are not correct because

☐ I know choices ___________ are not correct because

Step 2  Look at the answers that remain. Which statement is the best based on what you know?

☐ I believe the correct answer is ___________ because

☐ I believe the correct answer is ___________ because

Apply It

Use the text on page 40 to answer the questions below.

2  Which of the following is a reason why the events in the text happened?
   F  The earlier plan of government included the power to tax.
   G  The plan had three branches of government.
   H  The plan included a strong system for common currency.
   J  The plan provided for a weak government.

3  Which of the following is a result of the decisions the delegates made?
   A  The Bill of Rights
   B  The Monroe Doctrine
   C  The War of 1812
   D  The creation of a national capital
LESSON 8 Sequence Events

Through standard USI.8 you will learn about westward expansion and reforms. Learning how to sequence events can help you understand why they happened. To sequence is to put events in the order in which they happened. Sometimes a question includes a photo or a diagram listing events. Learn how to answer these questions.

Use the tips below to help you sequence events.

- Read the question and answer choices. Look for dates that will help you identify events and people.
- Think about what you know. If several events are listed, when and why did they happen?
- If a diagram asks you to put things in order, think about how events are related to each other. Look for clue words such as first, next, and last.
- If a photo is included, identify the topic and decide how it relates to the question and answer choices.

Practice It

Read the question and circle the best answer.

1. Louisiana Purchase
2. California becomes a territory
3. Florida is added
4. War with Mexico

Which of the following is the correct order of events?

A  1, 4, 2, 3
B  1, 3, 4, 2
C  3, 1, 2, 4
D  4, 3, 2, 1
Step 1 The question asks you to sequence the events in the list. Think about when each event happened. Which events happened early in the new country? Which answers can you rule out?

☐ I know choices _________ are not correct because

Step 2 Look at the answers that remain. Which two events are related, and how? When did they happen?

☐ I believe the correct answer is _________ because

Apply It

Use the text on page 42 to answer the questions below.

2 Which of the events doubled the size of the United States?
   F 1
   G 2
   H 3
   J 4

3 Which invention helped most with westward expansion?
   A Cotton gin
   B Steamboat
   C Reaper
   D Steam locomotive
LESSON 9 Interpret Ideas from Historical Perspectives

For some test questions, you may need to interpret historical events from different points of view, or perspectives. Standard USI.9 expects you to know the causes, major events, and effects of the Civil War. To understand why these events happened, it helps to know how people in different parts of the country felt.

Use the tips to help you interpret historical perspectives.

- Identify events, people, and groups. This will give you a historical point of reference.
- Look for events that happened in certain locations. This will tell about historical viewpoints of those events.
- How did people in different regions feel about topics and events? What can you tell about people and their way of thinking about these events?
- Think about the reasons why people felt the way they did. How would that affect what they did?

Practice It

Read the question and circle the best answer.

1. Southerners viewed slavery as necessary because they —
   A. lived in a mostly urban society
   B. had a lot of factories
   C. depended on enslaved workers to work their plantations
   D. wanted popular sovereignty
Step 1 What do you know about the differences between the North and the South? Which of the answer choices would not apply to Southerners?

☐ I know choices __________ are not correct because __________________________________________

Step 2 Look at the answers that remain. Which of the choices relates directly to slavery?

☐ I believe the correct answer is __________ because __________________________________________

Apply It

Read the questions and circle the best answers.

2 Northerners compromised over new states mostly to —
   F make all states free states
   G make all states slave states
   H keep a balance of free states and slave states
   J let all new states decide to be free states or slave states

3 The most likely reason for the South to secede was —
   A Abraham Lincoln’s election as President
   B the attack on Fort Sumter
   C Robert E. Lee’s decision to lead the Army of Northern Virginia
   D the Missouri Compromise
LESSON 10 Understand Economic Choices

The last part of your test asks you to answer questions about government and the economy. Standard USI.1i focuses on the analysis of costs and benefits of economic choices, including the results and people’s reactions. Read the tips below to help understand and answer questions about economics.

Use the tips below to help you answer test questions.

• Make sure you know what the question is asking. Are there words that will help you eliminate wrong answers?

• Find out when. Look for clues to the historical context. What do you know about the time period? Can any answer choices be ruled out?

• Identify why. Use information you already know. What relationships can you find between the economic choices and their consequences?

• Find out where. Look at words in the question that provide clues to the geographical location. Can any answer choices be ruled out based on location?

Read the question and circle the best answer.

1  Portuguese trade with West African empires benefited the world because the Portuguese —
   A  started the gold trade in West Africa
   B  brought West African goods to Europe
   C  limited European trade to West Africa
   D  controlled trade in West Africa
Step 1

What do you know about the West African societies before the Portuguese arrived? Which answer choices can you rule out?

☐ I know choices ________ are not correct because

☐

Step 2

Look at the answers that remain. Which answer benefits world trade? Which answer hinders world trade?

☐ I believe the correct answer is ________ because

☐

Apply It

Circle the right answers below based what you know.

2 Which was not an economic factor helping westward expansion?
   F Transportation became faster and easier
   G The population in the eastern states grew smaller.
   H There were plenty of economic opportunities in the West.
   J Cheap, fertile land was available.

3 Which of the following brought the most economic benefit to American farmers?
   A The steam boat
   B The cotton gin
   C The steam locomotive
   D The reaper
Directions

Read each question and choose the best answer. Then mark the space on your answer document for the answer you have chosen.

SAMPLE
Susan B. Anthony was an advocate in which movement?
A. Civil Rights
B. Suffrage
C. Prohibition
D. Abolitionist
1 Which of the following is true of the French in North America?
   A  Taught farming techniques to settlers
   B  Established trading posts
   C  Believed that land could not be owned
   D  Learned farming techniques from American Indians

2 A person who agreed to work without pay in exchange for passage to North America was —
   F  a free African American
   G  an enslaved African American
   H  an artisan
   J  an indentured servant
The colony represented by a question mark was settled by —
A  the Virginia Company
B  Quakers
C  Puritans
D  criminals

4  How did Great Britain impose economic control over the colonies?
F  By imposing strict control over trade
G  By starting the French and Indian War
H  By appointing colonial governors
J  By making laws for each colony
Which area on the map was colonized by France?

A  1
B  2
C  3
D  4

6  How was the founding of the Georgia colony different from the other early colonies?

F  It was founded by people seeking religious freedom.
G  It was a royal colony under the supervision of the king.
H  It was settled by separatists from the Church of England.
J  It was founded by people who had been in debtor’s prison.
7 Which tax was placed on the colonies to pay for the French and Indian War?
A Indian Tax
B Harbor Act
C Stamp Act
D Tea Tax

8 Which of the following results of the French and Indian War most upset the American colonists?
F The French could no longer help Native Americans.
G George Washington was seen as a strong leader.
H Great Britain claimed all French colonies.
J The western movement of settlers was restricted.
9  The signing of the Treaty of Paris 1783 was important because —
   A  Great Britain recognized American independence
   B  France agreed to trade with the United States
   C  Great Britain accepted the American surrender
   D  France agreed to fight with the Americans

10  What contribution did Benjamin Franklin make to the American Revolution?
    F  Served as Commander of the Continental Army
    G  Helped gain French support for American Independence
    H  Wrote poems and plays supporting American Independence
    J  Was the major author of the Declaration of Independence
The Louisiana Purchase

From which country was this territory purchased?

A  Portugal
B  France
C  Great Britain
D  Spain
Which Patriot is shown in the picture?

F  George Washington
G  Patrick Henry
H  Paul Revere
J  Lord Cornwallis

Which of the following was not a colonial advantage during the Revolutionary War?

A  Support from France
B  Strong leadership
C  Defense of their own land
D  Naval support
14 The United States gained the California Territory after a war with —

F Mexico
G France
H Great Britain
J Texas

15 Frederick Douglass contributed to the abolitionist movement by —

A leading hundreds of enslaved African Americans to freedom
B working for rights to better the lives of African Americans and women
C working for the immediate emancipation of enslaved African Americans
D writing the *Liberator*
16 Which of the following is true about the North before the Civil War?

F The North was an agricultural society.
G Factory jobs grew slower in the North.
H The North was in favor of tariffs against foreign imports.
J The North relied on imports.

17 According to the Compromise of 1850, Southwest territories would —

A enter as free states
B decide about slavery as they entered
C enter as slave states
D become part of Mexico
Which area on the map shows the Oregon Territory?

- F 1
- G 2
- H 3
- J 4
19 What was a major political difference between Northern and Southern states before the Civil War?

A The South felt the nation could not be divided but the North wanted to leave the Union.

B The South was against slavery while the economy of the North relied on it.

C The North felt the national government was supreme and the South disagreed.

D The South wanted new states to be free and the North wanted new states to decide.

20 Which of the following was a Civil War leader for the Union?

F Ulysses S. Grant

G Jefferson Davis

H Robert E. Lee

J Thomas “Stonewall” Jackson
... that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

— Gettysburg, Virginia 1863

This speech was given by —
A  Jefferson Davis
B  Abraham Lincoln
C  Frederic Douglass
D  Robert E. Lee
22 Which of the following was an effect on African American soldiers during the Civil War?

F  Were paid more than Caucasian soldiers
G  Fought only in the Union Army
H  Did not fight in the war until the end
J  Served in segregated units

23 What contribution did Robert E. Lee make during the Civil War?

A  He urged Southerners to accept defeat at the end of the war.
B  He became an abolitionist.
C  He wrote and gave the Gettysburg Address.
D  He served as General of the Union army.
North American Exploration

Which river did the Spanish explore?

F 1
G 2
H 3
J 4
25 Where would the home in the picture be found?
A  The Pacific Northwest
B  The Great Plains
C  The Eastern Woodlands
D  The Southwest

26 Which region has rolling flatlands with many rivers, valleys, and grassy hills?
F  Coastal Plain
G  Great Plains
H  Canadian Shield
J  Interior Lowlands
North American Regions

Which region is known as the Canadian Shield?

A  1
B  2
C  3
D  4

GO ON
Based on its exports, which of the following was most needed in the South?

F  Artisans
G  Farmers
H  Hunters
J  Merchants
Where did the event in the picture take place?

A  Vicksburg
B  Appomattox Court House
C  Manassas
D  Gettysburg

30  The addition of which territory doubled the sized of the United States?

F  Texas
G  Louisiana Purchase
H  Florida
J  California
31 This is an example of which resource?
A Human
B Capital
C Food
D Natural

32 The key philosophies in the Declaration of Independence were based upon the ideas of which group?
F Parliament
G European philosophers
H The Continental Congress
J The Sons of Liberty
33  How many branches of government did the Constitution provide?
   A  1
   B  2
   C  3
   D  4

34  The belief that government derives power from the people is a key philosophy in the —
   F  Constitution
   G  Declaration of Independence
   H  Articles of Confederation
   J  Bill of Rights
35  The president of the Constitutional Convention was —
   A  George Washington
   B  Thomas Jefferson
   C  James Madison
   D  Benjamin Franklin

36  Which of the following Presidents was not from Virginia?
   F  Abraham Lincoln
   G  Thomas Jefferson
   H  John Adams
   J  Jefferson Davis
Which of the following replaces the question mark?

A Lakes  
B Trails  
C Wagons  
D Canals

At the Constitutional Convention, the Great Compromise was the decision to —

F revise the Articles of Confederation  
G structure the new government  
H give power to the new government  
J divide votes among the states
39 Robert Fulton improved which of the following inventions?
A Steamboat
B Cotton gin
C Reaper
D Steam locomotive

40 The reaper impacted the American economy by —
F increasing the need for labor to pick cotton
G connecting Southern plantations to Northern factories
H increasing the productivity of farmers
J providing faster land transportation