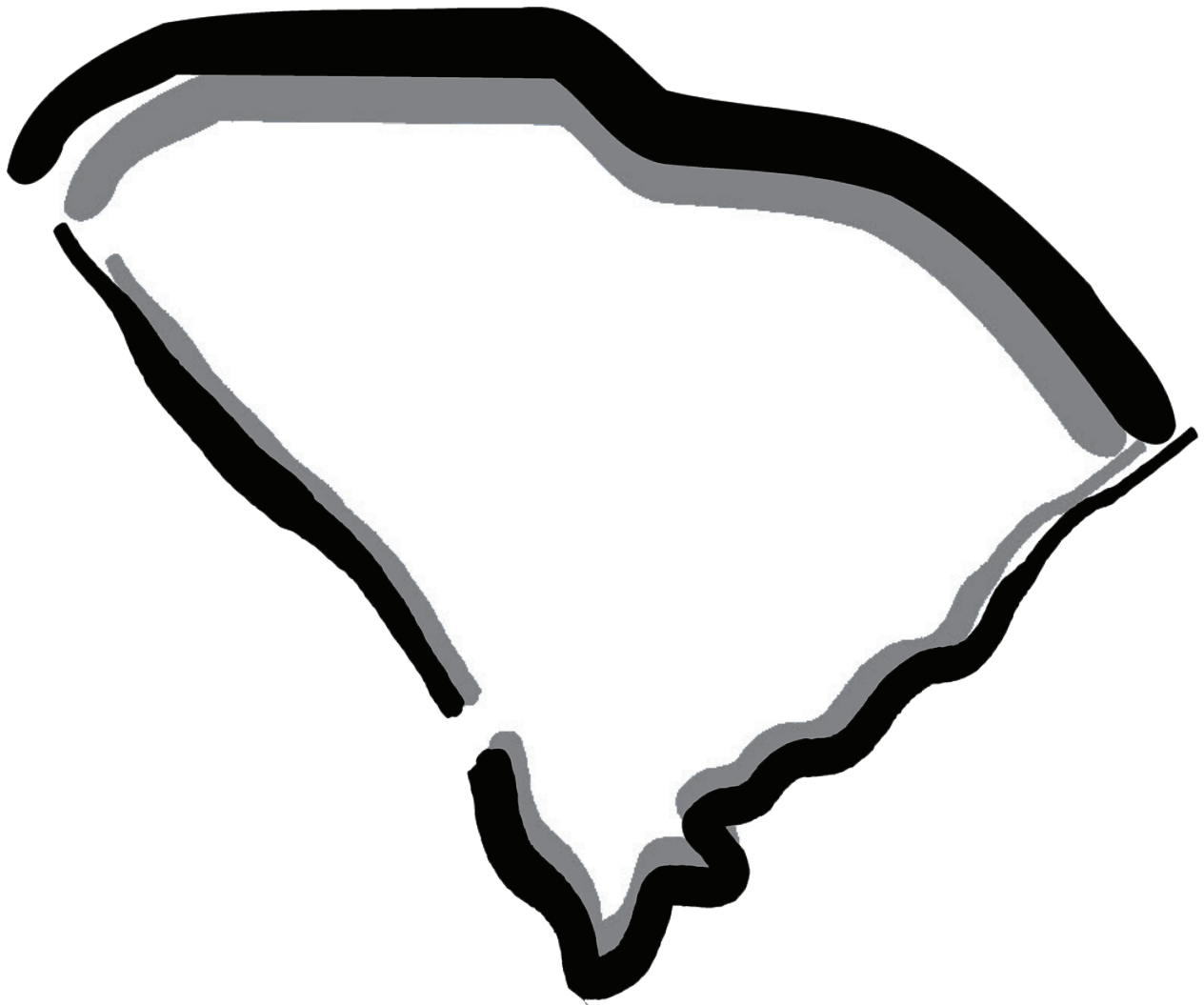


# **South Carolina End of Course Examination Program**



**U.S. History and the Constitution**

**SAMPLE ITEMS**

## Introduction

The South Carolina State Department of Education provides districts and schools with tools to assist in delivering focused instruction aligned with the South Carolina Academic Standards. This document contains a set of twenty End-of-Course Examination Program (EOCEP) US History and Constitution test items that have been written to align with the SC Social Studies Academic Standards. These items were reviewed for content and bias prior to being field tested and approved for release to the public.

## Purpose

This document is intended to be a resource for educators; it is not designed to be a practice test for students. The sample items are examples of college- and career-ready assessment items. The EOCEP assesses content standards in a variety of ways. This document does not include all item types or standards.

## Item Information Format

<b>Indicator Alignment</b>	South Carolina Social Studies Standards
<b>Indicator Description</b>	text from SC Social Studies Standards
<b>Answer Key</b>	correct answer
<b>Depth of Knowledge</b>	cognitive demand
<b>Estimated Difficulty</b>	estimate based on student responses

## Links

South Carolina Social Studies Standards

<https://ed.sc.gov/instruction/standards/social-studies/standards/2019-south-carolina-social-studies-college-and-career-ready-standards/>

Norman Webb's Depth-of-Knowledge for the Four Content Areas

<https://www.webbalign.org/dok-summary-tables>

1. Which statement **best** describes the changing relationship between most individuals in the American colonies and their governments between 1763 and 1800?
- A. Government taxes and regulations significantly reduced the rights of individuals.
  - B. Individuals became less reliant on government programs and more self-sufficient.
  - C. Government became less important as individuals settled across the western frontier.
  - D. Individuals accepted a larger role for both their state government and the new federal government.

<b>EOCEP Sample Item</b>	<b>1</b>	<b>Indicator Alignment</b>	<b>USHC.1.P</b>
		<b>Indicator Description</b>	Summarize the changing relationship between individuals and the government during the period 1607 to 1800.
		<b>Answer Key</b>	<b>D</b>
		<b>Depth of Knowledge</b>	<b>2</b>
		<b>Estimated Difficulty</b>	<b>High Difficulty</b>

2. Use the information in the table to answer the question.

**Some Goods Produced in the Northern and Southern Colonies**

Northern Colonies	Southern Colonies
<ul style="list-style-type: none"> <li>• fish</li> <li>• lumber</li> <li>• whale products</li> </ul>	<ul style="list-style-type: none"> <li>• rice</li> <li>• indigo</li> <li>• tobacco</li> </ul>

Based on the information in the table, which statement **best** explains the differences in goods produced in the northern and southern colonies?

- A. The southern colonies had better access to ocean resources.  
 B. The northern colonies had less capital to invest in new technology.  
 C. The northern colonies had a smaller percentage of highly skilled workers.  
 D. The southern colonies had more land suitable for agricultural development.

<b>EOCEP Sample Item</b> <b>2</b>	<b>Indicator Alignment</b>	<b>USHC.1.CO</b>
	<b>Indicator Description</b>	Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607 to 1763 using a comparative analysis.
	<b>Answer Key</b>	<b>D</b>
	<b>Depth of Knowledge</b>	<b>2</b>
	<b>Estimated Difficulty</b>	<b>Low Difficulty</b>

## 3. Read the excerpt.

The true intent and meaning of this act [is] not to legislate slavery into any Territory or State, nor to exclude it therefrom, but to leave the people thereof perfectly free to form and regulate their domestic institutions in their own way.

—An Act to Organize the Territories of Nebraska and Kansas, Section 14, 1854

How did many abolitionists hope to use this act to further their cause?

- A. by utilizing popular sovereignty to outlaw slavery when Nebraska became a state
- B. by using the separation of powers to make slavery illegal when Nebraska became a state
- C. by invoking the rule of law to make slavery illegal and to free the slaves when Nebraska became a state
- D. by demanding respect for individual rights through the courts to free the slaves when Nebraska became a state

<b>EOCEP Sample Item</b> <b>3</b>	<b>Indicator Alignment</b>	<b>USHC.2.CX</b>
	<b>Indicator Description</b>	Contextualize the perspectives on the role of the federal government in securing natural rights during the period 1830 to 1877.
	<b>Answer Key</b>	<b>A</b>
	<b>Depth of Knowledge</b>	<b>3</b>
	<b>Estimated Difficulty</b>	<b>Medium Difficulty</b>

4. The text is an excerpt from a document issued by Mississippi’s secession convention in 1861.

[Hostility to the institution of slavery] increased, until, in 1819–20, it deprived the South of more than half the vast territory acquired from France [in the Louisiana Purchase].

The same hostility [divided] Texas and seized upon all the territory acquired from Mexico. . . .

It refuses the admission of new slave States into the Union, and seeks to extinguish [slavery] by confining it within its present limits, denying the power of expansion.

—“A Declaration of the Immediate Causes Which Induce and Justify the Secession of the State of Mississippi from the Federal Union”

The text **best** supports which effect of Manifest Destiny?

- A. Manifest Destiny contributed to regional conflicts that resulted in the Civil War.
- B. Manifest Destiny was responsible for an interruption in diplomacy with European powers.
- C. Manifest Destiny encouraged U.S. citizens to identify themselves by their country over their states.
- D. Manifest Destiny united U.S. citizens around the cause of expanding the nation to the Pacific Ocean.

<b>EOCEP Sample Item</b> <b>4</b>	<b>Indicator Alignment</b>	<b>USHC.2.CE</b>
	<b>Indicator Description</b>	Evaluate the causes and consequences of economic and geographic expansion through significant turning points from 1803 to 1865.
	<b>Answer Key</b>	<b>A</b>
	<b>Depth of Knowledge</b>	<b>3</b>
	<b>Estimated Difficulty</b>	<b>Medium Difficulty</b>

5. Use the letter written to President Abraham Lincoln to answer the question.

Office of the Union Pacific Rail Road Company,

New York

23. Nov. 1863.

Sir: If the Engineers are ready, it is proposed to break ground on the Pacific Rail Road, on the 1st or 2nd day of next month, at some point in Nebraska . . .

In view of the vastness of the enterprise, and its probable influence upon the political and commercial prosperity of the country, it would be gratifying to receive a communication from you to be read on the occasion.

I have the honor to be, very respectfully, Your obedient Servant.

John A. Dix

President of the Union Pacific Rail Road Company

Which characteristic of the era is exemplified in this letter?

- A. the spread of nativist ideologies
- B. the conditions that led to the creation of labor unions
- C. the tensions between Native Americans and the U.S. government
- D. the growing relationship between the U.S. government and businesses

<b>EOCEP Sample Item</b> <b>5</b>	<b>Indicator Alignment</b>	<b>USHC.3.P</b>
	<b>Indicator Description</b>	Examine the relationship between the expanding corporate economy and American government during the period 1862 to 1924.
	<b>Answer Key</b>	<b>D</b>
	<b>Depth of Knowledge</b>	<b>2</b>
	<b>Estimated Difficulty</b>	<b>Low Difficulty</b>

## 6. Read the information.

Year	Events
1868	The Fort Laramie Treaty establishes the Great Sioux Reservation. The government agrees to keep settlers out of this territory.
1874	Gold is discovered in the Black Hills. Prospectors move into the region, invading Native American territories and disrupting their ways of life.
1876	General Custer and his troops are defeated at the Battle of the Little Bighorn.
1889	Congress passes an act in March that splits the Great Sioux Reservation into six smaller reservations.
1890	Chief Sitting Bull is murdered. After this, Chief Big Foot and his band seek refuge in Pine Ridge under Chief Red Cloud. The Sioux Indians are massacred by the 7th Cavalry at Wounded Knee. This clash has often been called the last major conflict between the U.S. Army and the Great Sioux Nation.

How did these events represent a continuation of earlier interactions between Native Americans and the United States?

- A. Native Americans won battles, and the United States lost territory.
- B. Native Americans were forced off their lands, and the United States violated treaties.
- C. Native Americans migrated west, and the United States banned religious ceremonies.
- D. Native Americans discovered gold on their lands, and the United States bought the mineral rights to these lands.

<b>EOCEP Sample Item</b>	<b>Indicator Alignment</b>	<b>USHC.3.CC</b>
	<b>Indicator Description</b>	Analyze significant developments in the settlement of the frontier between 1862 to 1924.
	<b>Answer Key</b>	<b>B</b>
	<b>Depth of Knowledge</b>	<b>2</b>
	<b>Estimated Difficulty</b>	<b>Low Difficulty</b>

7. Use the drop-down menus to complete the sentence.

The perceived weakening of moral traditions in the 1920s led to the rise of , as exemplified by .

the Scopes trial  
the Great Migration  
laissez-faire economic policies

feminism  
socialism  
fundamentalism

The perceived weakening of moral traditions in the 1920s led to the rise of , as exemplified by .

the Scopes trial

EOCEP Sample Item

7

**Indicator Alignment** USHC.4.CX

**Indicator Description**

Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles.

**Answer Key**

Rubric

**Depth of Knowledge**

2

**Estimated Difficulty**

High Difficulty

8. Use the posters to answer the question.

1917



Source: Library of Congress

This poster shows Uncle Sam pointing at the viewer and reads: “Navy! Uncle Sam is calling you—Enlist in the Navy! Recruiting Station. I want you in the Navy and I want you now.”

1941



Source: Library of Congress

This poster shows Uncle Sam pointing at the viewer and reads: “I want you for the U.S. Army—Enlist Now.”

How are these posters from World War I and World War II similar?

- The posters used propaganda to show the strength of the U.S. military.
- The posters showed the strongest branch of the U.S. military at that time.
- The posters used propaganda to gain support for the war effort and to recruit service members.
- The posters reflected the financial benefits of supporting the war effort and joining the armed forces.

<b>EOCEP Sample Item</b>	<b>Indicator Alignment</b>	<b>USHC.4.CC</b>
	<b>Indicator Description</b>	Examine the continuity and changes on the US homefront surrounding World War I and World War II.
	<b>8 Answer Key</b>	<b>C</b>
	<b>Depth of Knowledge</b>	<b>2</b>
	<b>Estimated Difficulty</b>	<b>Low Difficulty</b>

## 9. Read the excerpt.

Until the latest of our world conflicts, the United States had no armaments industry. American makers of plowshares could, with time and as required, make swords as well. But now we can no longer risk emergency improvisation of national defense; we have been compelled to create a permanent armaments industry of vast proportions. Added to this, three and a half million men and women are directly engaged in the defense establishment. We annually spend on military security more than the net income of all United State corporations.

—President Dwight D. Eisenhower’s Farewell Address, 1961

The excerpt supports which statement about the Cold War–era history of the United States?

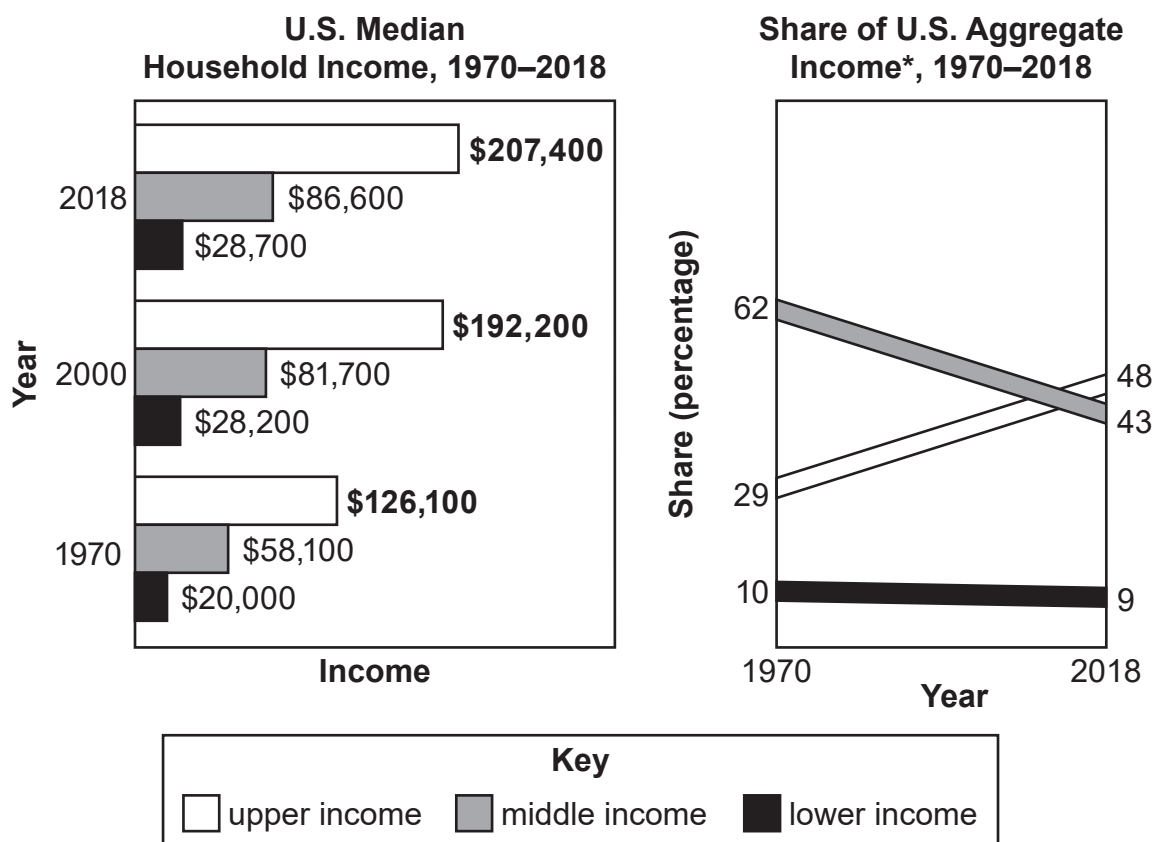
- A. The development of new weapons began a new era of peace and prosperity.
- B. Foreign crises and conflicts expanded the size and role of the federal government.
- C. The country increased its involvement in the domestic affairs of other nations.
- D. Many citizens feared the presence of communists in social and cultural institutions.

EOCEP Sample Item

9

<b>Indicator Alignment</b>	<b>USHC.5.E</b>
<b>Indicator Description</b>	Utilize primary and secondary sources to judge the impact of evolving American foreign policy on American identity and capitalism.
<b>Answer Key</b>	<b>B</b>
<b>Depth of Knowledge</b>	<b>3</b>
<b>Estimated Difficulty</b>	<b>High Difficulty</b>

10. Use the graphs to answer the question.



\*Aggregate income is the total amount of income generated by all people, businesses, and government in a given country.

Source: Pew Research Center

Which conclusion can **best** be drawn about U.S. economic policies from 1970 to 2018?

- A. They led to increased income inequality.
- B. They led to large gains in income for all income levels.
- C. They have limited the creation of jobs in the lower income bracket.
- D. They have made it easier for people to move from one income group to another.

EOCEP Sample Item

10

**Indicator Alignment** USHC.5.CO

**Indicator Description**

Explain the technological developments and economic changes in the U.S. during the Cold War and post-Cold War eras using a comparative analysis.

**Answer Key** A

**Depth of Knowledge** 3

**Estimated Difficulty** High Difficulty