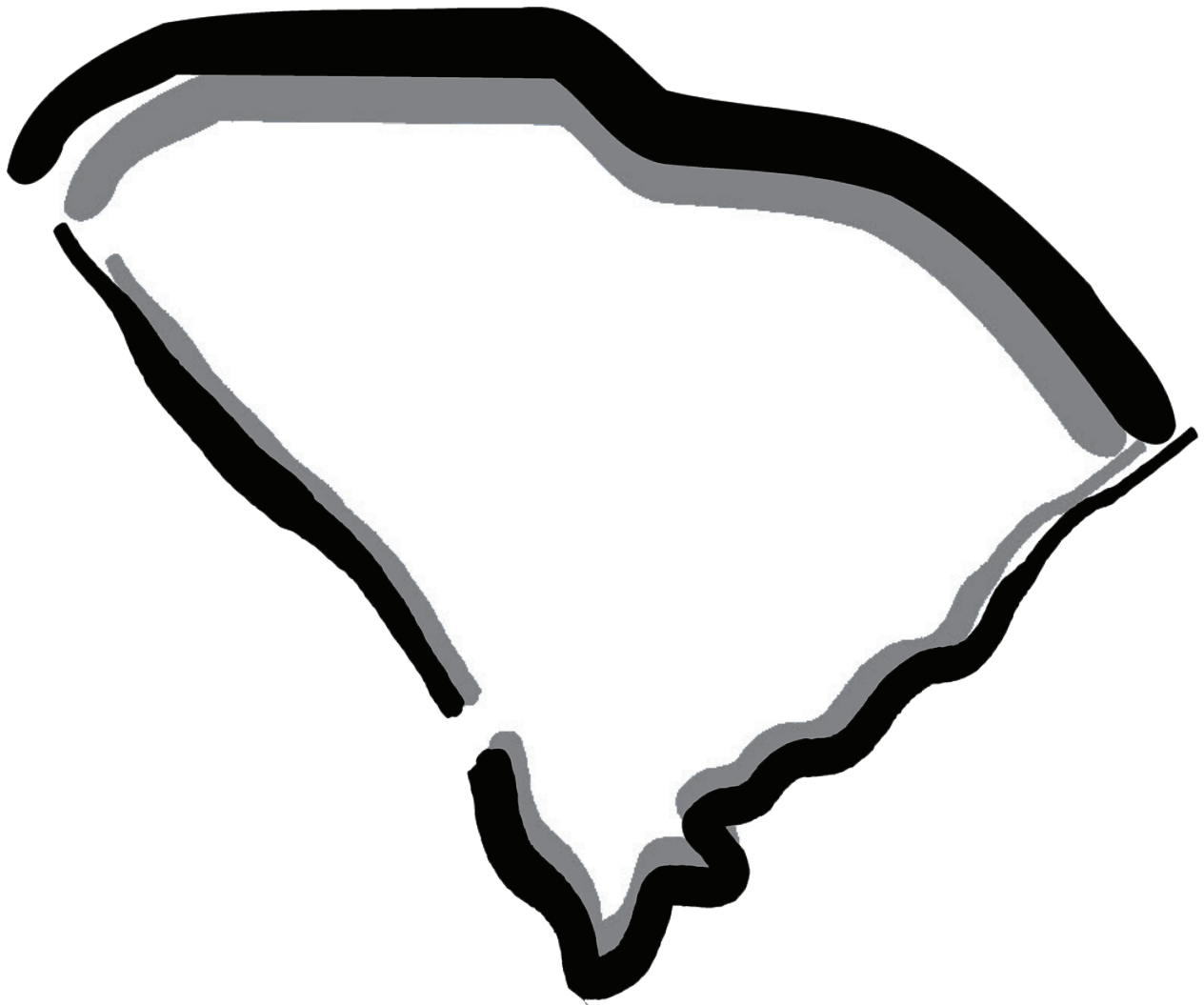


South Carolina End of Course Examination Program



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

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

Links

South Carolina Social Studies Standards

<https://www.ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

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

<http://www.webbalign.org/Webbs-DOK-Levels-Summary.pdf>

1. Use the chart to answer the question.

Rights of Englishmen Concerning Taxation

Magna Carta, 1215	No scutage nor aid [taxes] shall be imposed on our kingdom, unless by common counsel of our kingdom. . . . In like manner it shall be done concerning aids from the city of London.
English Bill of Rights, 1689	. . . that levying money for or to the use of the Crown by pretence of prerogative, without grant of Parliament, for longer time, or in other manner than the same is or shall be granted, is illegal . . .

How were these rights of Englishmen strengthened in the colonies during the period of salutary neglect?

- A. Royal governors decided how much to tax citizens.
- B. Colonial assemblies assumed the right to tax citizens.
- C. British soldiers obeyed government orders to tax citizens.
- D. Wealthy colonial landowners obtained the privilege to tax citizens.

	Indicator Alignment	USHC11–1.2
EOCEP Sample Item 1	Indicator Description	Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system and the rule of law as written in the Magna Carta and the English Bill of Rights, and the conflict between the colonial legislatures and the British Parliament over the right to tax that resulted in the American Revolutionary War.
	Answer Key	B
	Depth of Knowledge	2
	Estimated Difficulty	High Difficulty

2. Use the chart to answer the question.

Names for the Conflict Between the U.S. and Mexico, 1846–1848

In the U.S.	In Mexico
<ul style="list-style-type: none"> • Mexican War • U.S.-Mexico War • Mexican-American War 	<ul style="list-style-type: none"> • The North American Intervention • The United States Invasion • War of the U.S. Against Mexico

What can **most likely** be concluded based on the different sets of names for the same conflict?

- A. The Mexican leaders wanted to seek reparations for war damages.
- B. The Mexican citizens believed the United States took advantage of them.
- C. The Mexican citizens welcomed the chance for a new life in the United States.
- D. The Mexican government believed that both countries shared guilt for the war.

EOCEP Sample Item	2	Indicator Alignment	USHC11–2.2
		Indicator Description	Explain how the Monroe Doctrine and the concept of Manifest Destiny affected the United States' relationships with foreign powers, including the role of the United States in the Texan Revolution and the Mexican War.
		Answer Key	B
		Depth of Knowledge	2
		Estimated Difficulty	Low Difficulty

3. Which statement **best** describes the economic impact of the Erie Canal?
- A. It allowed cargo to be carried along shallow portions of the Ohio and Mississippi Rivers.
 - B. It created new southern settlements by connecting Appalachia to the Gulf Coast.
 - C. It increased markets for manufactured goods by linking the Northeast with the West.
 - D. It eliminated existing trade barriers between the United States and Canada.

EOCEP Sample Item 3	Indicator Alignment	USHC11–2.3
	Indicator Description	Compare the economic development in different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies.
	Answer Key	C
	Depth of Knowledge	2
	Estimated Difficulty	High Difficulty

4. Use the chart to answer the question.

The American System

- National bank—to provide investment capital for manufacturing and shipping interests
- Protective tariff—to protect manufacturing from foreign competition
- Internal improvements—to make advancements in transportation linking the East and the West

Why did this economic policy contribute to sectional tensions?

- A. It aided progress, except in the South.
- B. It extended slavery only in the South.
- C. It increased taxes, except in the South.
- D. It added regulations only in the South.

EOCEP Sample Item 4	Indicator Alignment	USHC11–2.3
	Indicator Description	Compare the economic development in different regions (the South, the North, and the West) of the United States during the early nineteenth century, including ways that economic policy contributed to political controversies.
	Answer Key	A
	Depth of Knowledge	2
	Estimated Difficulty	Medium Difficulty

5. Use the quote to answer the question.

This Union and its Government must be sustained, at any and every cost. . . . To sustain it, we must war upon and destroy the organized rebel forces,—must cut off their supplies, destroy their communications . . . and produce among the people of Georgia a thorough conviction of the personal misery which attends war, and the utter helplessness and inability of their “rulers” to protect them. . . . If that terror and grief and even want shall help to paralyze their husbands and fathers who are fighting us, . . . it is mercy in the end.

—Major Henry Hitchcock, an officer in General Sherman’s army

General Grant’s strategy of total war was carried out by General Sherman in his March to the Sea. Which belief does this strategy suggest?

- A. The cost of Union lives was small compared to the cost of Confederate lives.
- B. There was little reason to fight the Confederacy, and most thought the war would be over quickly.
- C. The only way to achieve peace was by changing the minds of the families of Confederate soldiers.
- D. The more destruction and economic damage that was caused, the sooner the Confederates would feel defeated and surrender.

EOCEP Sample Item 5	Indicator Alignment	USHC11–3.2
	Indicator Description	Summarize the course of the Civil War and its impact on democracy, including the major turning points; the impact of the Emancipation Proclamation; the unequal treatment afforded to African American military units; the geographic, economic, and political factors in the defeat of the Confederacy; and the ultimate defeat of the idea of secession.
	Answer Key	D
	Depth of Knowledge	2
	Estimated Difficulty	Low Difficulty

6. Use the quote to answer the question.

The Fourteenth Amendment prohibits a State from denying to any person within its jurisdiction the equal protection of the laws, but it adds nothing to the rights of one citizen as against another. . . . The only obligation resting upon the United States is to see that the states do not deny the right.

—*United States v. Cruikshank* (1875)

How did this decision reduce protections given to African Americans under Reconstruction?

- A. It allowed states to ignore the Fourteenth Amendment.
- B. It allowed the U.S. military to leave the Southern states.
- C. It allowed private citizens to violate African Americans' civil rights.
- D. It allowed the federal government to remove support for African American representatives.

EOCEP Sample Item 6	Indicator Alignment	USHC11–3.4
	Indicator Description	Summarize the end of Reconstruction, including the role of anti–African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen; and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.
	Answer Key	C
	Depth of Knowledge	2
	Estimated Difficulty	Medium Difficulty

7. Use the quotes to answer the questions.

Booker T. Washington	“There are two ways of exerting one’s strength: one is pushing down, the other is pulling up.”
W. E. B. Du Bois	“Education and work are levers to uplift a people. Work alone will not do it unless inspired by the right ideals and guided by intelligence.”
Ida B. Wells-Barnett	“Five human beings were lynched and . . . the matter was considered of so little importance that the . . . press . . . did not . . . ascertain the causes for which they were hanged.”

These people were all from the same movement. What do the statements reveal about their individual strategies?

- A. Revolutionary actions sometimes require taking great risks.
- B. Nonviolent resistance is a common theme in all social movements.
- C. People who work for social justice are often endangering their own lives.
- D. People who have the same goal often have different methods for achieving it.

EOCEP Sample Item

7

Indicator Alignment USHC11–3.5

Indicator Description Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period, including the leadership and strategies of Booker T. Washington, W. E. B. DuBois, and Ida B. Wells-Barnett.

Answer Key D

Depth of Knowledge 3

Estimated Difficulty Medium Difficulty

8. Use the quote to answer the question.

The Indian may now become a free man; free from the thralldom [bondage] of the tribe; freed from the domination of the reservation system; free to enter into the body of our citizens.

—Alice Fletcher, leader of “Friends of the Indians,”
in response to the Dawes Severalty Act (1887)

How did the Dawes Severalty Act affect Native Americans?

- A. It strengthened the tribal bonds between Native American groups.
- B. It encouraged Native American reservations to be more democratic and to follow local laws.
- C. It made Native Americans more prosperous because land was no longer owned by the tribe.
- D. It forced Native Americans to assimilate into white culture while greatly reducing their landholdings.

EOCEP Sample Item

8

Indicator Alignment USHC11–4.1

Indicator Description

Summarize the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of Native American peoples.

Answer Key

D

Depth of Knowledge

2

Estimated Difficulty

Medium Difficulty

9. How did railroads **most** affect the economic growth of the United States? Choose **three** answers.
- A. They strengthened treaties.
 - B. They increased military actions.
 - C. They preserved the environment.
 - D. They helped sellers reach new markets.
 - E. They made it easier to settle in new areas.
 - F. They provided employment to many workers.

EOCEP Sample Item 9	Indicator Alignment	USHC11–4.2
	Indicator Description	Analyze the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of railroad subsidies, tariffs, and labor policies; and the expansion of international markets.
	Answer Key	D,E,F
	Depth of Knowledge	2
	Estimated Difficulty	Medium Difficulty

10. Use the quotes to answer the question.

I recognize the existence of a national sentiment, in accordance with the supposed teaching of Washington's Farewell Address, which is against the acquisition of foreign territory; but the world has moved and circumstances are changed. We have become a great people. We have great commerce to take care of. We have to compete with commercial nationals of the world in far-distant markets. Commerce, not politics, is king. . . . There is no reason whatever why we cannot administer the Philippines in a manner satisfactory to their people as well as to ourselves.

—Charles Denby, United States minister to China, 1898

Interviewer: "You've been quoted here as an anti-imperialist."

Mark Twain: "Well, I am. A year ago I wasn't. I thought it would be a great thing to give a whole lot of freedom to the Filipinos, but I guess now that it's better to let them give it to themselves."

—*Chicago Tribune*, 1900

These two speakers express differing views about American involvement in the Philippines. Which statement **best** expresses the focus of the debate?

- A. Some Americans believed that the Filipino people were not prepared to take care of themselves, while others felt that America had no right to interfere.
- B. Some Americans thought that the power of American military forces was the only thing that could protect the Philippines from further invasion, while others felt that American military power was weak.
- C. Some Filipino leaders were desperate for American help in running their government, while Americans disagreed about what assistance should be offered.
- D. Some American trade agreements with the Philippines were in danger of being revoked, while other countries were eager to make new trade agreements with the Philippines.

EOCEP Sample Item	10	Indicator Alignment	USHC11–5.2
		Indicator Description	Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines.
		Answer Key	A
		Depth of Knowledge	2
		Estimated Difficulty	Medium Difficulty

11. Use the quotes to answer the questions.

If, however, a contest undertaken for the sake of humanity degenerates into a war of conquest, we shall find it difficult to meet the charge of having added hypocrisy to greed. Is our national character so weak that we cannot withstand the temptation to appropriate the first piece of land that comes within our reach? . . .

Our guns destroyed a Spanish fleet, but can they destroy that self-evident truth, that governments derive their just powers, not from superior force, but from the consent of the governed?

—Senator William Jennings Bryan, 1898

Our opponents put forward as their chief objection that we have robbed these people of their liberty, and have taken them and hold them in defiance of the doctrine of the Declaration of Independence in regard to the consent of the governed. As to liberty, they have never had it, and have none now, except when we give it to them protected by the flag and armies of the United States. The taking of the Philippines does not violate the principles of the Declaration of Independence, but will spread them among a people who have never known liberty.

—Senator Henry Cabot Lodge, 1900

Why did the United States foreign policy change from freeing the Filipinos from Spanish colonial rule to creating a United States colony in the Philippines?

- A. The expanding German empire was likely to take over the Philippines.
- B. The Spanish were likely to reconquer and recolonize the Philippines.
- C. Social Darwinists argued that the Filipinos were unable to rule themselves.
- D. Isolationist groups believed that the Filipinos would threaten American commerce.

EOCEP Sample Item

11

Indicator Alignment USHC11–5.2

Indicator Description

Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines.

Answer Key C

Depth of Knowledge 2

Estimated Difficulty Medium Difficulty

12. One hundred years after the *USS Maine* sank in Havana harbor, the United States Post Office issued a stamp about the event with the caption “Remember the Maine.” At the time of the sinking and afterward, many people had an incorrect understanding of what happened. Despite this, why would the sinking of the *Maine* still be considered important enough to be remembered 100 years later?
- A. Current events made Americans more aware of the dangers of yellow journalism.
 - B. The post office was trying to encourage people to readopt an expansionist view of American power.
 - C. Misconceptions about how the *Maine* sank shifted public sentiment toward getting involved in a war.
 - D. Because of its new technology, the *Maine* was considered unsinkable and the shipbuilding industry suffered.

EOCEP Sample Item	12	Indicator Alignment	USHC11–5.2
		Indicator Description	Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines.
		Answer Key	C
		Depth of Knowledge	2
		Estimated Difficulty	Medium Difficulty

13. Read the quote.

You furnish the pictures. I'll furnish the war.

—William Randolph Hearst, to his illustrator in Cuba, 1897

There is some disagreement about whether Hearst actually sent these words to his illustrator, but the sentiment was not unusual for publishers of the period. Which set of information correctly identifies the war and the technique referenced in this quote?

- A. Vietnam War, sensationalism
- B. World War II, propaganda
- C. World War I, Red Scare
- D. Spanish-American War, yellow journalism

EOCEP Sample Item 13	Indicator Alignment	USHC11–5.2
	Indicator Description	Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines.
	Answer Key	D
	Depth of Knowledge	1
	Estimated Difficulty	Low Difficulty

14. Use the poster to answer the question.



Source: Library of Congress

Why were posters like the one shown used by the United States government?

- A. to encourage women to work outside the home
- B. to gain citizen support for and participation in the war effort
- C. to bring attention to the threat of spies and communists on the home front
- D. to attract young urban men and women to move to the country and become farmers

EOCEP Sample Item

14

Indicator Alignment USHC11–5.4

Indicator Description

Analyze the causes and consequences of United States involvement in World War I, including the failure of neutrality and the reasons for the declaration of war, the role of propaganda in creating a unified war effort, the limitation of individual liberties, and Woodrow Wilson's leadership in the Treaty of Versailles and the creation of the League of Nations.

Answer Key B

Depth of Knowledge 2

Estimated Difficulty Medium Difficulty

15. Use the table to answer the question.

Household Technology, 1920 and 1930 (in percent %)

Year	Electricity	Inside Toilets	Mechanical Refrigerators	Washing Machines	Vacuum Cleaners	Radios
1920	35	20	1	8	9	1
1930	68	51	8	24	30	46

What changes in American life are reflected by the information in the table? Choose the **three** correct answers.

- A. technological advances
- B. the use of installment plans for major purchases
- C. the creation of more leisure time for women who worked at home
- D. government subsidies on household improvements that saved energy
- E. the increased interest people had in purchasing and owning consumer goods
- F. the increasing number of women who worked in factory jobs

EOCEP Sample Item

15

Indicator Alignment USHC11–6.1

Indicator Description

Explain the impact of the changes in the 1920s on the economy, society, and culture, including the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture, and the cultural changes exemplified by the Harlem Renaissance.

Answer Key A,B,E

Depth of Knowledge 2

Estimated Difficulty High Difficulty

16. Read the excerpt.

I do hereby reaffirm the policy of the United States that there shall be no discrimination in the employment of workers in defense industries or government because of race, creed, color, or national origin

—President Franklin D. Roosevelt, June 25, 1941

What impact did this executive order have on the nature of the U.S. workforce?

- A. Women could not work in defense industries.
- B. Minorities were able to contribute to the war effort.
- C. Corporations were compelled to produce weapons for the war.
- D. Government officials were in charge of factory production for the war.

EOCEP Sample Item 16	Indicator Alignment	USHC11–7.2
	Indicator Description	Evaluate the impact of war mobilization on the home front, including consumer sacrifices, the role of women and minorities in the workforce, and limits on individual rights that resulted in the internment of Japanese Americans.
	Answer Key	B
	Depth of Knowledge	2
	Estimated Difficulty	Low Difficulty

17. At the Yalta Conference in 1945, Soviet Premier Joseph Stalin agreed to allow free elections in Poland as part of the allied war strategy.

How did Stalin's actions after the agreement affect post-war relations between the Soviet bloc and the Western democracies?

- A. Nationalists won the election and allied with the West, angering the Soviets.
- B. A Polish rebellion was suppressed by the Western democracies, leading to conflicts with the Soviets.
- C. Soviet refusal to conduct the elections heightened distrust between the two sides.
- D. Polish trade unionists organized opposition to Soviet dominance and won independence from Soviet control.

EOCEP Sample Item

17

Indicator Alignment USHC11–7.3

Indicator Description

Explain how controversies among the Big Three Allied leaders over war strategies led to post-war conflict between the United States and the USSR, including delays in the opening of the second front in Europe, the participation of the Soviet Union in the war in the Pacific, and the dropping of atomic bombs on Hiroshima and Nagasaki.

Answer Key C

Depth of Knowledge 2

Estimated Difficulty High Difficulty

18. Use the excerpt to answer the question.

Now as before I see the main task in hastening of the Second Front in France. As you remember, you admitted the possibility of such a front already in 1942, and in any case not later than the spring of 1943. . . .

The Soviet troops spent the whole winter in the tense fighting, which continues even now. Hitler is carrying out important measures with a view to replenish and increase his army for the spring and summer operations against the U.S.S.R. In these circumstances it is for us extremely important that the blow from the West should not be put off, that it should be struck in the spring or in the early summer. . . .

—Joseph Stalin, March 15, 1943

Why did Soviet Premier Joseph Stalin want the Allies to open a second front in Europe during World War II?

- A. The Soviet Union felt they were carrying the burden of the war.
- B. The Soviet Union wanted more territory to convert to communism.
- C. The Soviet Union wanted to expand its influence over other governments.
- D. The Soviet Union had depleted its military supplies and needed another ally to replenish them.

EOCEP Sample Item 18	Indicator Alignment	USHC11–7.3
	Indicator Description	Explain how controversies among the Big Three Allied leaders over war strategies led to post-war conflict between the United States and the USSR, including delays in the opening of the second front in Europe, the participation of the Soviet Union in the war in the Pacific, and the dropping of atomic bombs on Hiroshima and Nagasaki.
	Answer Key	A
	Depth of Knowledge	2
	Estimated Difficulty	High Difficulty

19. What was the **greatest** effect World War II had on the Great Depression?
- A. War mobilization reduced unemployment, which stimulated the economy.
 - B. The regulatory power of the federal government was expanded, which enabled the country to conduct the war.
 - C. Consumers bought war bonds and ration books, which gave the government more money to spend on New Deal programs.
 - D. Women and African Americans got jobs and were able to purchase more goods, which improved the economy.

EOCEP Sample Item 19	Indicator Alignment	USHC11–7.4
	Indicator Description	Summarize the economic, humanitarian, and diplomatic effects of World War II, including the end of the Great Depression, the Holocaust, the war crimes trials, and the creation of Israel.
	Answer Key	A
	Depth of Knowledge	2
	Estimated Difficulty	Medium Difficulty

20. Use the chart to answer the question.

Administration Policies

The Johnson Administration	The Nixon Administration
<ul style="list-style-type: none"> • Voting Rights Act • Great Society 	<ul style="list-style-type: none"> • Environmental Protection Agency • Southern Strategy

What can you conclude from the information in the chart?

- A. Unpopular policies prevented both presidents from completing their terms of office.
- B. Both presidents were able to act without congressional approval to pass laws.
- C. The Johnson Administration was more liberal than the Nixon Administration.
- D. Nixon's policies were more effective than Johnson's policies.

EOCEP Sample Item

20

Indicator Alignment **USHC11–8.2**

Indicator Description

Compare the social and economic policies of presidents Lyndon Johnson and Richard Nixon, including support for civil rights legislation, programs for the elderly and the poor, environmental protection, and the impact of these policies on politics.

Answer Key

C

Depth of Knowledge

2

Estimated Difficulty

Medium Difficulty