

Student Name: _____ Teacher Name: _____

Grade 7 Final Assessment
Part 1 - Multiple Choice
Questions

Base your answers to questions 1 and 2 on the notes below and your knowledge of social studies.

“Mr. WILSON said, that he had weighed carefully the Report of the Committee for remodelling the constitution of the Executive; and on combining it with other parts of the plan, he was obliged to consider the whole as having a dangerous tendency to aristocracy; as throwing a dangerous power into the hands of the Senate. They will have, in fact, the appointment of the President, and, through his dependence on them, the virtual appointment to offices; among others, the officers of the Judiciary department. They are to make treaties; and they are to try all impeachments. In allowing them thus to make the Executive and Judiciary appointments, to be the court of impeachments, and to make treaties which are to be laws of the land, the Legislative, Executive, and Judiciary powers are all blended in one branch of the Government.”

Debates in the Federal Convention 1787: Notes by James Madison

<http://teachingamericanhistory.org/convention/debates/0906-2/#>

1. According to James Madison's notes, Mr. Wilson is advocating
 1. An even stronger executive
 2. Separation of powers in the national government
 3. A tendency to aristocracy
 4. Throwing a dangerous power into the hand of the Senate.
2. At the Constitutional Convention (1787), the Great Compromise resolved the issue of congressional representation by
 1. Limiting the term of elected lawmakers.
 2. Providing for direct election of senators.
 3. Creating a two-house legislature.
 4. Including the electoral college.

Base your answers to questions 3 and 4 on the chart below and your knowledge of social studies.



NYSED Social Studies Grade 8 Assessment 2004 and 2006

3. Which conclusion about the system of government used in the United States is best supported by the chart?

1. Voters elect the members of all three branches.
2. The President has the power to interpret the laws.
3. The Supreme Court's decisions about laws can be appealed.
4. Laws are affected by all three branches of government.

4. Which statement illustrates the system of checks and balances at work?

1. The President sends American troops on a peacekeeping mission to Europe.
2. Congress passes a law regulating the sale of handguns.
3. The Senate refuses to approve the president's choice for a Supreme Court justice.
4. The governor of New York discusses policy with the president.

Base your answers to questions 5 and 6 on the passage below and your knowledge of social studies.

Declaration of Sentiments, 1848

"The history of mankind is a history of repeated injuries...on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let the facts be submitted to a candid world:

He has never permitted her to exercise her inalienable right to vote.

He has compelled her to submit to laws, in the formation of which she had no voice....

He has taken from her all right in property, even to the wages she earns."

http://www.womensrightsfriends.org/pdfs/1848_declaration_of_sentiments.pdf edited

5. The passage above is modelled on

1. Manifest Destiny
 2. Declaration of Independence
 3. Constitution of New York State
 4. Bill of Rights
6. According to this passage, what is one of the goals of the Seneca Falls Convention?
5. Abolish slavery in America
 6. Outlaw the sale of alcohol
 7. Ensure that slaves and free blacks have the same rights
 8. Achieve women's suffrage

Base your answers to questions 7 and 8 on the passage below and your knowledge of social studies.

"Dred Scott was a slave whose owner, an army doctor, had spent time in Illinois, a free state, and Wisconsin, a free territory at the time of Scott's residence. The Supreme Court was stacked in favor of the slave states. Five of the nine justices were from the South while another, Robert Grier of Pennsylvania, was staunchly pro-slavery. Chief Justice Roger B. Taney wrote the majority decision, which was issued on March 6, 1857. The court held that Scott was not free based on his residence in either Illinois or Wisconsin because he was not considered a person under the U.S. Constitution—in the opinion of the justices, black people were not considered citizens when the Constitution was drafted in 1787. According to Taney, Dred Scott was the property of his owner, and property could not be taken from a person without due process of law."

<http://www.history.com/this-day-in-history/dred-scott-decision>

7. What did the majority decision say about slavery in the *Dred Scott* Supreme Court case?
1. Dred Scott was free if he would emigrate to Canada.
 2. Slaves could not argue for their freedom because they were property, not citizens under the Constitution.
 3. Slavery would be abolished in the territories.
 4. The Fugitive Slave Act was unconstitutional.
8. The author of this passage implies that the Supreme Court was biased against Dred Scott because
1. He was not in America in 1787.
 2. He never lived in Illinois or Wisconsin.
 3. The majority of the court was Southern or pro-slavery.
 4. Wisconsin and Illinois were not both states.

Base your answers to questions 9 and 10 on the passage below and your knowledge of social studies.

President Lincoln delivered the 272 word Gettysburg Address on November 19, 1863 on the battlefield near Gettysburg, Pennsylvania.

"Fourscore and seven years ago our fathers brought forth, on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting-place for those who here gave their lives, that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate, we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced."

9. What is the "unfinished work" Lincoln refers to in the Gettysburg address?

1. Expanding the United States overseas.
2. Dedicated the battlefield to those who gave their lives.
3. Ensuring all men are created equal.
4. Noting that America is only 87 years old.

10. Up until Gettysburg, the war favored the South. The battle at Gettysburg is considered

1. A terrible mistake on the part of the Union.
2. The turning point in the Civil War.
3. The only battle fought in the New England region.
4. A great victory for the South.

Part 2 – Constructed Response Question

Set #1 Document 1

...The Cherokees of Georgia, one of the most progressive tribes, attempted to consolidate their position there by setting up a state within a state. They were encouraged to do this by a series of treaties with the United States that recognized them as a nation capable of making peace and war, owning the land within its boundaries and “punishing its own citizens by its own laws.” Georgia was bound, like any other state, to observe the treaties concluded by the federal government, but was obdurate [uncompromising] where the Cherokee treaties were concerned. It [Georgia] refused to recognize the Cherokees as an independent nation, and pressed them to sell their lands. They [the Cherokees] turned a deaf ear to this demand and asked for federal protection. In two major cases [*Cherokee Nation v. State of Georgia* (1831) and *Worcester v. Georgia* (1832)], the United States Supreme Court upheld the “rights” of the Cherokees against Georgia, only to have the state flout [ignore] each decision.

[President Andrew] Jackson supported Georgia. Whether or not he made the famous comment, “John Marshall has made his opinion, now let him enforce it,” the Jacksonian policy was in full accord with the spirit of the remark. His first annual message [December 1829] asked Congress to set aside a region in the Far West to which the Indians might remove. Congress did so by a strict party vote, and the forced migration began, to continue through the decade of the eighteen-thirties....

Source: Glyndon G. Van Deusen, *The Jacksonian Era: 1828–1848*, Harper & Row, 1959

Question #1

Historical Context – refers to the historical circumstances that led to this event/idea/historical development.

1. Using document 1, explain the historical circumstances that led to the historical development in the document.

The Cherokee lands were protected by treaties with Georgia. However the Georgians wanted the Cherokee land and when the Cherokees refused to sell it, Georgia and the Cherokees found themselves in Federal Court.

Document 2

Robert Lindneux was an American Western Artist. He was often referred to as the, “Historian of the West” and his interpretation of these important events and individuals are a unique portrayal of our shared history. This picture, *The Trail of Tears*, was painted by Robert Lindneux in 1942.



<http://www.pbs.org/wgbh/aia/part4/4h1567.html>

Question #2

2a. Using document 2, identify Robert Lindneux's point of view.

Lindneux portrays the Cherokees as noble, well dressed, people moving with purpose in a never-ending line.

2b. Explain the extent to which this excerpt is a useful source of evidence for understanding the trail of tears.

It is only somewhat useful. It was painted a century after the removal. We do not know how accurate a description of the Cherokees it is. There is no evidence of the U.S. army.

Document 1

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Question #3

Turning point: a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.

3a. Identify a turning point associated with the historical development and events related to both documents. Be sure to use evidence from both in your response.

Turning point: The Cherokee Nation was permanently removed from Georgia.

3b. Explain a turning point found in Document 1 and 2. Be sure to use evidence from both documents in your response.

In Document 1 the evidence states although the Supreme Court upheld the rights of the Cherokee Nation, President Jackson ordered its removal, and it was accomplished by a forced march. In Document 2 the evidence shows an orderly procession, yet one horse is clearly exhausted, and some people are walking. The never-ending line of people implies the removal of the entire Cherokee Nation.

Part 2 – Constructed Response

Question Set #2

A significant, enduring **Constitutional Issue** is an issue that extends across time within the United States. It is one that the United States has attempted to address with varying degrees of success.

Three possible Enduring Issues are:

- Presidential Power
- Checks and Balances
- Acquiring new territory

Choose one of the three above

and

- Develop a claim (argument) about the Enduring Issue you chose
 - Describe the issue
 - Assess how it has extended across time
 - State why it is significant
- Support the claim with evidence from 3 of the documents below
- Base your answer on the three documents and your knowledge of social studies.

Document 1: *United States Constitution: Excerpt Article 2*

The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; . . . “

Document 2: “The Louisiana Purchase: Jefferson’s constitutional gamble”

“Jefferson took a strict, literal view of constitutional powers, meaning that specific powers reserved for the President and Executive Branch needed to be spelled out in the Constitution. The ability to buy property from foreign governments was not among these powers listed in Article IV of the Constitution – a fact that his political opponents, the Federalists, were eager to point out to the President.

However, Jefferson had no intention of losing the deal with France. ‘In the meantime we must ratify and pay our money, as we have treated, for a thing beyond the Constitution, and rely on the nation to **sanction** an act done for its great good, without its previous authority,’ he told **Dickinson**.”

sanction: official permission or approval for an action

John Dickinson: (November 8, 1732– February 14, 1808), a “Founding Father” of the United States. He was a respected solicitor and politician from Philadelphia, Pennsylvania and Wilmington, Delaware.

Constitution Center.

<https://constitutioncenter.org/blog/the-louisiana-purchase-jeffersons-constitutional-gamble>

Document 3: "King Andrew the First." Cartoon by an unknown article around 1833.

Wikipedia



Document 4: "Congress declares war on Mexico, May 13, 1846"

"On this day in 1846, Congress voted overwhelmingly to approve a declaration of war against Mexico sought by President James Polk. By the war's end in 1848, Mexico had lost nearly half its territory. Under the Treaty of Guadalupe Hidalgo, the Rio Grande became the southern boundary of Texas. Mexico ceded California and New Mexico to the United States. In return, the United States paid Mexico \$15 million, or about \$373 million in today's dollars.

U.S. annexation of Texas in 1845 sparked the conflict. Mexico viewed Texas as a breakaway province and refused to recognize its 1836 secession. When Polk ordered forces south to the Rio Grande, entering territory claimed by Mexico, the Mexican army attacked them, justifying to Polk the need to go to war.

Abraham Lincoln, who had been elected to Congress from Illinois as a Whig several months after war began, told the House: "We charge the president with **usurping** the war-making power ... with seizing a country ... which had been for centuries, and was then in the possession of the Mexicans Let us put a check upon this lust of **dominion**. We had territory enough, Heaven knew."

usurping: take (a position of power or importance) illegally or by force

dominion: sovereignty; control

<https://www.politico.com/story/2009/05/congress-declares-war-on-mexico-may-13-1846-022418>

Document 5: "Proclamation 113—Declaring Martial Law and a Further Suspension of the Writ of Habeas Corpus in Kentucky" July 5, 1864

"Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the authority vested in me by the Constitution and laws, do hereby declare that in my judgment the public safety especially requires that the suspension of the privilege of the writ of ***habeas corpus***, so proclaimed in the said proclamation of the 15th of September, 1863, be made effectual and be duly enforced in and throughout the said State of Kentucky, and that **martial law** be for the present established therein. I do therefore hereby require of the military officers in the said State that the privileges of the writ of ***habeas corpus*** be effectually suspended within the said State, according to the aforesaid proclamation, and that martial law be established therein, to take effect from the date of this proclamation, the said suspension and establishment of martial law to continue until this proclamation shall be revoked or modified, but not beyond the period when the said rebellion shall have been suppressed or come to an end. And I do hereby require and command as well all military officers as all civil officers and authorities existing or found within the said State of Kentucky to take notice of this proclamation and to give full effect to the same."

martial law: military government involving the suspension of ordinary law

habeas corpus: a legal order requiring a person under arrest to be brought before a judge or into court

"The American Presidency Project."

<http://www.presidency.ucsb.edu/ws/index.php?pid=69993>

Issue	Document	Evidence	Outside Knowledge
Presidential Power	1 3 4 5	Excerpts Article 2 Constitution AJ Use of the veto; disregard US Supreme Court Polk Mexican War - AL says illegal	Little power under Articles of Confederation Bank recharter issue War of

		AL martial law and suspension of habeas corpus	1812 Presidential Proclamation
Checks and Balances	1 2 3	Advice and Consent of the Senate Article 2 TJ Buys Louisiana without Congressional approval AJ Use of the veto JP Congress approves Mex War	GW creates "Cabinet" Lewis and Clark - scientific exploration Bank recharter
Acquiring New Territory	1 2 3 4	Constitution silent Purchase of Louisiana - TJ Removal of Cherokee U.S. annexation of Texas	Napoleon's offer; Spanish control of mouth of Mississippi Gadsden Purchase

Checklist for Teacher

- _____ Student identifies an enduring issue found in the three documents provided
- _____ Student defines the enduring issue clearly
- _____ Students uses mostly accurate information
- _____ Student provides evidence of the significance of this issue by showing how it has been an issue from the adoption of the Constitution until the end of the Civil War

using examples from the documents

_____ Student provides evidence of the significance of this issue by showing how it has been an issue from the adoption of the Constitution until the end of the Civil War using examples from outside knowledge