## Sample NAEP 1994
## U.S. History Questions

The following appendix presents sample cognitive sections for the three grades assessed in the NAEP 1994 U.S. history assessment. The sections contain a mixture of multiple-choice and constructed-response questions. The questions comprising the sample sections represent broad coverage of the four historical themes that define the NAEP 1994 U.S. history assessment.

The two cognitive sections, one representing the assessment at grade 4 and the other representing the assessment at grades 8 and 12, were selected for inclusion in this report to give the reader a sense of the U.S. history assessment. Given the breadth and depth of the content covered in the assessment, no sampling of questions can adequately represent all the skills and content areas measured in the full assessment. The *NAEP U.S. History Framework* better describes the characteristics of the assessment as a whole.

For each of the multiple-choice questions contained in Appendix B, the correct response is indicated. For each of the constructed-response questions, a summary of the scoring guide accompanies the question.

Accompanying the questions are tables that present two types of percentages: (1) the overall percentage of students within a grade who successfully answered the question, and (2) percentages of students within each of the achievement level intervals — *Basic, Proficient,* and *Advanced* — who successfully answered the question. The percentages for students within the *Advanced* achievement level interval are not presented, however, because of small sample sizes. The percentages of students below *Basic* who successfully answered the questions are not included in the tables. However, these students are included in the overall percentages.

Please note that the format and size of some questions has been revised from the original student booklets to facilitate presentation in this report.

The following block of 16 questions was administered at grades 4 and 8. Students were given 25 minutes to complete the block.

The format of the questions was revised slightly to facilitate presentation in this report. For the multiple-choice questions, the correct answer is indicated (▶). For constructed-response questions, an abbreviated version of the scoring rubric is presented after the question.

The table following each question presents two types of percentages: (1) the overall percentage of fourth graders who successfully answered the question, and (2) the percentages of students within each of the achievement level intervals — *Basic*, *Proficient*, and *Advanced* — who successfully answered the question. The percentages for students within the *Advanced* achievement level interval are not presented, however, because of small sample sizes.

**1. You are writing a history report about an old town. What kinds of historical things could you learn about the old town from its cemetery?**

**Name two historical things you could learn.**

1. _____
   _____
   _____

2. _____
   _____
   _____

An **Appropriate** response correctly identifies two historical things one could learn in a cemetery, such as causes of death or family names and relationships.

A **Partial** response correctly identifies one historical thing or it identifies two things, but the second is incorrect. (An example of an unacceptable piece of information is, "what kinds of flowers people liked to put on graves.") Or one or both responses is vague (e.g., "about the people who lived there.")

| Grade 4 | Percentage "Appropriate" within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Appropriate | *Basic* 195-242* | *Proficient* 243-275* | *Advanced* 276 and above* |
| 16 (1.1) | 16 (1.4) | 46 (3.9) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

2. **Your teacher has asked you to teach your classmates about ONE of these famous places where an important event in American history happened:**

> the Alamo
> Pearl Harbor
> Gettysburg
> Roanoke Island

My famous place in American history is _____

**Write down three facts about the place that you have chosen that will help you teach your classmates about that place.**

Fact 1     _____
                  _____

Fact 2     _____
                  _____

Fact 3     _____
                  _____

A **Complete** answer gives three facts that are relevant to the particular place and that would help another person understand the place, such as that the bombing of Pearl Harbor caused the U.S. to enter WWII, or that the battle of Gettysburg was a turning point in the Civil War.

An **Essential** answer gives two facts that are relevant to the particular place and that would help another person understand the place.

A **Partial** answer gives one fact that is relevant to the particular place and that might help another person understand the place.

| Grade 4 | Percentage "Essential" or Better within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Essential or Better | Basic 195-242* | Proficient 243-275* | Advanced 276 and above* |
| 19 (1.4) | 17 (2.4) | 57 (4.2) | ** |

\* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

3. **The centers of religious activity in the Spanish colonies in the Americas were called**

▶A missions

B presidios

C courthouses

D monasteries

| Grade 4 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | *Basic* 195-242* | *Proficient* 243-275* | *Advanced* 276 and above* |
| 38 (1.4) | 39 (2.5) | 44 (5.9) | ** |

\* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

4. **What is the main reason the Pilgrims and Puritans came to America?**

▶A To practice their religion freely

B To make more money and live a better life

C To build a democratic government

D To expand the lands controlled by the king of England

| Grade 4 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | *Basic* 195-242* | *Proficient* 243-275* | *Advanced* 276 and above* |
| 41 (1.3) | 44 (2.8) | 73 (4.9) | ** |

\* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

5. **Imagine that you are living on the frontier. Write a letter to friends back east telling them either why they should come to the frontier OR why they should not come. Your letter should give TWO reasons why your friends should come OR should not come to the frontier.**

_____

_____

_____

A **Partial** response may or may not be in letter form and gives one appropriate reason why people should or should not come west. Alternatively two reasons are given, but one position is not taken consistently, or one or both reasons are vague, as in "don't come because life is hard, and there is a lot of work to survive" or, "come because there are a lot of opportunities."

An **Appropriate** response is in some approximation of letter form and consistently argues one position or the other and gives two reasons. Acceptable reasons for coming might include availability of cheap land, economic opportunity, etc. Acceptable reasons not to come might include danger from weather, animals; distance from eastern comforts.

| Grade 4 | Percentage "Appropriate" within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Appropriate | Basic 195-242* | Proficient 243-275* | Advanced 276 and above* |
| 5 (0.6) | 5 (0.9) | 14 (3.1) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

6. **American Indians taught European settlers how to grow**

   A  rice

   B  sugar

   C  tea

   ▶D  corn

| Grade 4 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 195-242* | Proficient 243-275* | Advanced 276 and above* |
| 83 (1.2) | 87 (1.9) | 96 (1.5) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Library of Congress

7. **Study the picture above. Using the picture and your knowledge of history, identify TWO ways that Phillis Wheatley (1753-1784) was different from most slaves in the American colonies.**

1) _____

   _____

2) _____

   _____

An **Appropriate** response lists two valid reasons, which could include: that she could read and write; that her master freed her upon his death; that she was sent by her master to study abroad; that she wrote patriotic poems during the Revolution; that she lived in the North; that she was not beaten; that she was treated well; that she was famous; or that she had nice clothes.

A **Partial** response identifies one valid difference. If a second difference is cited, it is incorrect, such as "she's sitting down."

| Grade 4 | Percentage "Appropriate" within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Appropriate | Basic 195-242* | Proficient 243-275* | Advanced 276 and above* |
| 12 (1.0) | 14 (1.5) | 19 (4.1) | ** |

\* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

8. **Imagine you could use a time machine to visit the past. You have landed in Philadelphia in the summer of 1776. Describe an important event that is happening.**

_____
_____
_____
_____

An **Appropriate** response should demonstrate an understanding of the significance of the date and place, and supply accurate information about what would be happening there at that time. Specifically, it should relate to an event relevant to the Continental Congress and Revolution, such as the writing of the Declaration of Independence.

A **Partial** response may describe something happening in Philadelphia (but at the wrong time, as in "the writing of the Constitution") or at the right time (but in the wrong place, as in "battles of the revolutionary war"). It may also identify something that is happening at right time and place but that is trivial or vague, such as "people were talking about taxes." (Reference to the hanging of the Liberty Bell should receive a "2.")

| Grade 4 | Percentage "Appropriate" within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Appropriate | Basic 195-242* | Proficient 243-275* | Advanced 276 and above* |
| 7 (0.9) | 6 (1.0) | 21 (3.5) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

9. **Which of these was one of the thirteen colonies that fought the American Revolution against the British?**

    A  Illinois

    B  California

▶C  New York

    D  Texas

| Grade 4 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 195-242* | Proficient 243-275* | Advanced 276 and above* |
| 32 (1.5) | 28 (2.3) | 59 (4.7) | ** |

\* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

10. **The Oregon Trail was a**

    A  path taken by American Indians forced west in the 1800's

    B  route on the Underground Railroad for escaped slaves

▶C  route taken by many settlers who traveled to the Northwest in the 1840's

    D  border between territory held by Great Britain and the United States

| Grade 4 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 195-242* | Proficient 243-275* | Advanced 276 and above* |
| 48 (1.6) | 47 (3.2) | 75 (3.8) | ** |

\* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided.

**11. The statement was made by**

    A  George Washington

    B  Thomas Jefferson

▶C  Abraham Lincoln

    D  Theodore Roosevelt

| Grade 4 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 195-242* | Proficient 243-275* | Advanced 276 and above* |
| 39 (1.4) | 36 (2.6) | 69 (4.9) | ** |

\* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

**12. What war broke out soon after the statement was made?**

    A  American Revolution

    B  War of 1812

    C  Mexican-American War

▶D  Civil War

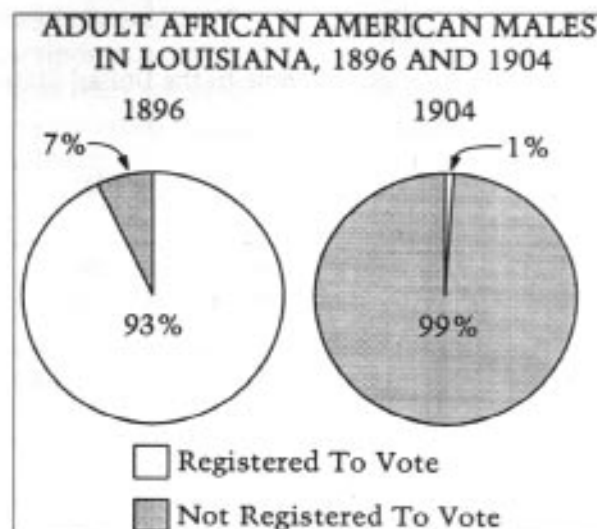| Grade 4 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 195-242* | Proficient 243-275* | Advanced 276 and above* |
| 54 (1.7) | 56 (2.7) | 72 (3.9) | ** |

\* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

**13. Susan B. Anthony was a leader who helped**

▶A   women win the right to vote

   B   immigrants win the right to come to the United States

   C   children win the right to an education

   D   older people win the right to get social security

| Grade 4 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 195-242* | Proficient 243-275* | Advanced 276 and above* |
| 69 (1.3) | 77 (1.8) | 92 (2.9) | ** |

\* NAEP U.S history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

## ADULT AFRICAN AMERICAN MALES IN LOUISIANA, 1896 AND 1904

1896

7%

93%

1904

1%

99%

☐ Registered To Vote

▪ Not Registered To Vote

**14. What explains the change in voter registration shown by these graphs?**

▶A New laws made it difficult for African Americans to vote.

B Most African Americans were Democrats.

C Most African Americans moved out of Louisiana.

D The White population in Louisiana increased greatly.

| Grade 4 Overall Percentage Correct | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| | Basic 195-242* | Proficient 243-275* | Advanced 276 and above* |
| 51 (1.7) | 54 (2.3) | 70 (3.5) | ** |

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

## 15. The phonograph was invented by

    A  Samuel Morse

    B  Benjamin Franklin

▶C  Thomas Edison

    D  Cyrus McCormick

| Grade 4 Overall Percentage Correct | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| | Basic 195-242* | Proficient 243-275* | Advanced 276 and above* |
| 36 (1.4) | 34 (2.5) | 52 (4.7) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

## 16. Which war did the United States enter to prevent the spread of communism?

    A  The Mexican-American War

    B  The First World War

    C  The Second World War

▶D  The Vietnam War

| Grade 4 Overall Percentage Correct | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| | Basic 195-242* | Proficient 243-275* | Advanced 276 and above* |
| 31 (1.6) | 33 (2.4) | 40 (4.1) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

The following block of 17 questions was administered at grades 8 and 12. Students were given 25 minutes to complete the block.

The format of the questions was revised slightly to facilitate presentation in this report. For the multiple-choice questions, the correct answer is indicated (▶). For constructed-response questions, an abbreviated version of the scoring rubric is presented after the question. The tables following each question present two types of percentages: (1) the overall percentage of students in grades 8 or 12 who successfully answered the question, and (2) the percentages of students within each of the achievement level intervals — *Basic*, *Proficient*, and *Advanced* — who successfully answered the question. The percentages for students within the *Advanced* achievement level interval are not presented, however, because of small sample sizes.

1. **During the 1500's and 1600's, what was the major cause of death among Indians of the Americas?**

    A  Warfare among tribes

    B  Warfare between Native Americans and Europeans

    ▶C  Infections and diseases brought by Europeans

    D  Changing climatic conditions

| Grade 8 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| **Overall Percentage Correct** | **Basic** 252-293* | **Proficient** 294-326* | **Advanced** 327 and above* |
| 69 (1.7) | 76 (2.4) | 89 (3.2) | ** |

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| **Overall Percentage Correct** | **Basic** 294-324* | **Proficient** 325-354* | **Advanced** 355 and above* |
| 65 (1.5) | 73 (3.0) | 81 (4.0) | ** |

* NAEP U.S history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

2. **The Great Awakening of the 1730's was important because it led people in the American colonies to**

      A  increase toleration for Roman Catholics

      B  examine the different positions of men and women in society

      C  reaffirm that God gave kings their right to rule

▶D  question the authority of church and government leaders

| Grade 8 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 252-293* | Proficient 294-326* | Advanced 327 and above* |
| 42 (1.5) | 48 (2.3) | 69 (4.5) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 294-324* | Proficient 325-354* | Advanced 355 and above* |
| 56 (1.5) | 74 (2.5) | 80 (4.4) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Questions 3-5 refer to the paintings below.



Courtesy, Winterthur Museum



The Metropolitan Museum of Art, Gift of Col. and Mrs. Edgar William Garbisch, 1963

3. **Early American paintings such as these two of George Washington tended to**

    A  show Washington's interest in science

    B  show life in a realistic fashion

  ▶C  glorify American political figures

    D  celebrate Washington's humble origins

| Grade 8 Overall Percentage Correct | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| | Basic 252-293* | Proficient 294-326* | Advanced 327 and above* |
| 60 (1.4) | 70 (1.9) | 90 (3.2) | ** |

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 Overall Percentage Correct | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| | Basic 294-324* | Proficient 325-354* | Advanced 355 and above* |
| 83 (1.0) | 96 (1.1) | 99 (1.0) | ** |

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

4. **The top picture shows that**

    A  many people believed Washington was a weak President

  ▶B  religious symbols were used in politics in the early United States

    C  American Indian art had a strong influence on early Republic art

    D  Washington had come from a close-knit family

| Grade 8 Overall Percentage Correct | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| | Basic 252-293* | Proficient 294-326* | Advanced 327 and above* |
| 72 (1.1) | 82 (2.0) | 90 (2.7) | ** |

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 Overall Percentage Correct | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| | Basic 294-324* | Proficient 325-354* | Advanced 355 and above* |
| 84 (0.8) | 92 (1.5) | 95 (2.6) | ** |

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

5. **The bottom painting shows Washington with an army raised to put down the Whiskey Rebellion in western Pennsylvania in 1794. The painting was probably intended to show the**

▶A  strength of the new central government

B  strength of the Americans and weakness of the European powers

C  alliance between Washington and American Indians of the Northwest Territory

D  violence of Washington and the peacefulness of the Pennsylvania Quakers

| Grade 8 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 252-293* | Proficient 294-326* | Advanced 327 and above* |
| 56 (1.3) | 63 (2.3) | 81 (3.1) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 294-324* | Proficient 325-354* | Advanced 355 and above* |
| 66 (1.3) | 84 (1.8) | 96 (2.2) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

6. **What was one consequence of Nat Turner's rebellion?**

A  Large number of slaves fled to the North.

B  Slave revolts broke out throughout the South.

C  Conditions for slaves on many southern plantations improved.

▶D  Southern states passed laws designed to tightly control slaves.

| Grade 8 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 252-293* | Proficient 294-326* | Advanced 327 and above* |
| 26 (1.0) | 27 (2.0) | 39 (4.2) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 294-324* | Proficient 325-354* | Advanced 355 and above* |
| 34 (1.4) | 47 (3.3) | 59 (5.9) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

7. **The Monroe Doctrine was intended to**

   A promote United States trade with China

   B help keep the peace in Europe

   ►C discourage European involvement in the Americas

   D protect United States business in Japan and Korea

| Grade 8 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | *Basic* 252-293* | *Proficient* 294-326* | *Advanced* 327 and above* |
| 30 (1.7) | 30 (2.4) | 41 (4.6) | ** |

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | *Basic* 294-324* | *Proficient* 325-354* | *Advanced* 355 and above* |
| 41 (1.5) | 54 (3.2) | 80 (4.2) | ** |

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

**Questions 8-9** refer to the newspaper report below.

A city of ruins, of desolation, of vacant houses, of widowed women, of rotting wharves, of deserted warehouses . . . acres of pitiful and voiceless barrenness — that is Charleston.

8. **The news report was most likely written in**

   A 1835

   B 1845

   C 1855

   ►D 1865

| Grade 8 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | *Basic* 252-293* | *Proficient* 294-326* | *Advanced* 327 and above* |
| 32 (1.4) | 33 (1.9) | 57 (4.1) | ** |

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | *Basic* 294-324* | *Proficient* 325-354* | *Advanced* 355 and above* |
| 41 (1.3) | 51 (3.3) | 72 (4.2) | ** |

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

9. **The news report best supports which statement?**

    A  Cities on the coast saw the worst of the fighting in the Civil War.

▶B  During the Civil War urban areas in the South suffered.

    C  The destruction of cities had little effect on the progress of the Civil War.

    D  The Civil War had little effect on city life in the North.

| Grade 8 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 252-293* | Proficient 294-326* | Advanced 327 and above* |
| 47 (1.5) | 50 (2.1) | 67 (4.2) | ** |

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 294-324* | Proficient 325-354* | Advanced 355 and above* |
| 61 (1.6) | 72 (2.7) | 86 (3.2) | ** |

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

10. **What was the main reason that many leaders in Great Britain leaned toward supporting the Confederacy in the Civil War?**

    A  Plantation owners in Britain held slaves.

    B  Most British immigrants to the United States lived in the South.

▶C  Britain relied on Southern cotton for its factories.

    D  British politicians wanted to make the United States weaker so that they could conquer it.

| Grade 8 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 252-293* | Proficient 294-326* | Advanced 327 and above* |
| 41 (1.8) | 43 (2.9) | 68 (3.8) | ** |

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 | Percentage Correct within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 294-324* | Proficient 325-354* | Advanced 355 and above* |
| 55 (1.6) | 71 (2.9) | 82 (4.5) | ** |

* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

*The Age of Iron*, Currier & Ives, 1869. Museum of the City of New York, The Harry T. Peters Collection.

**11. The drawing above is from 1869. Describe the point that the artist is trying to make.**

_____

_____

_____

**How does the point the artist is making relate to social changes during this period?**

_____

_____

_____

An **Appropriate** response indicates that the artist is showing that gender roles are reversed. The response relates the cartoon to the women's rights movement in some way (may mention the role of women in various reform movements, advocacy of woman suffrage, etc.)

A **Partial** response correctly makes the point that gender roles are reversed but does not place the cartoon in a historical context. Responses that miss the cartoon's point of view ("women have the same rights as men do and can do whatever men do") will not receive credit. Or, the response discusses the historical context without describing the cartoon's message concerning gender roles. Or, both parts are correct but very vaguely expressed.
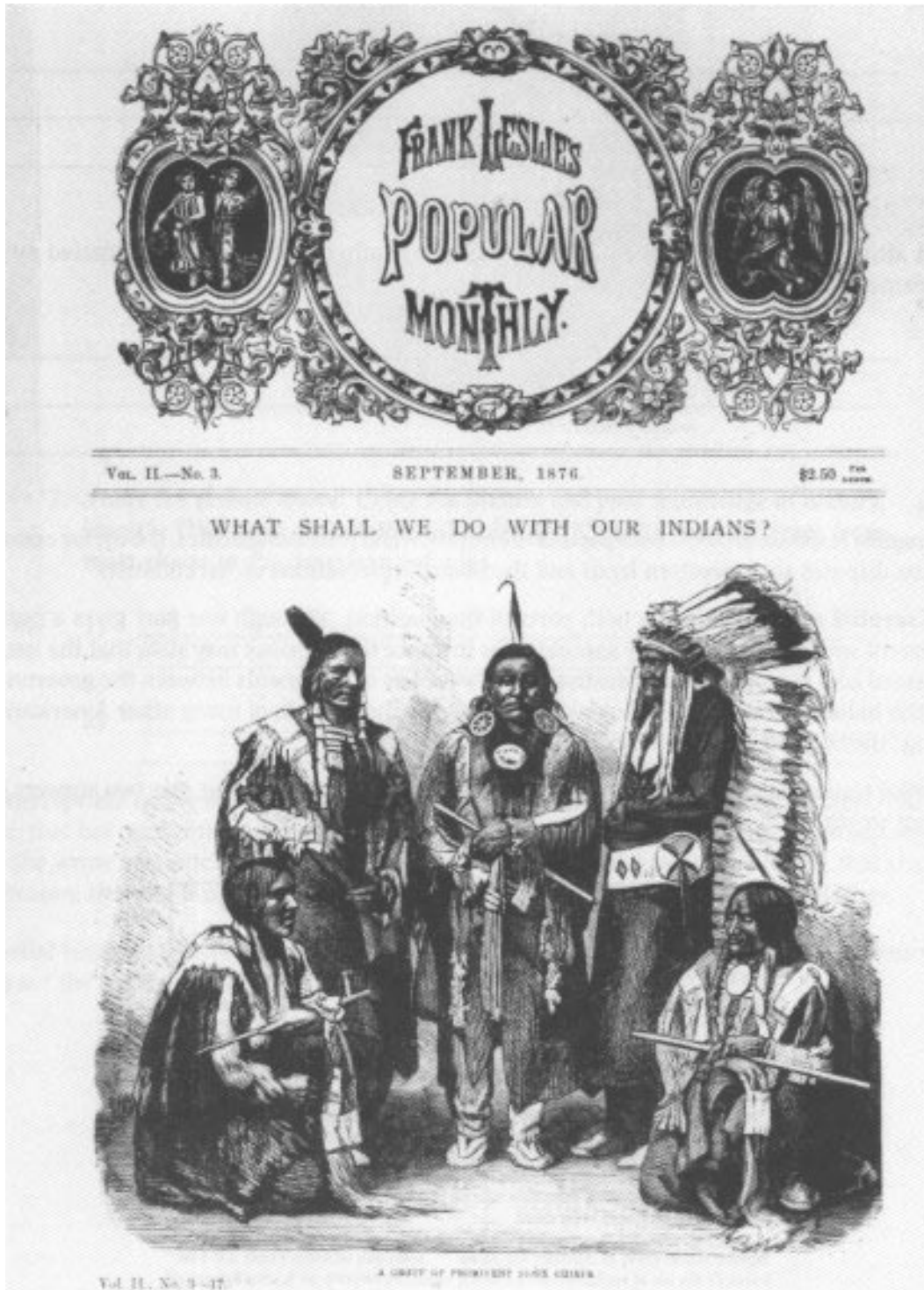
| Grade 8 | Percentage "Appropriate" within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Appropriate | *Basic* 252-293* | *Proficient* 294-326* | *Advanced* 327 and above* |
| 4 (0.6) | 4 (1.0) | 11 (2.4) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 | Percentage "Appropriate" within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Appropriate | *Basic* 294-324* | *Proficient* 325-354* | *Advanced* 355 and above* |
| 9 (1.0) | 11 (2.1) | 25 (3.6) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

**Question 12** refers to the magazine cover below.



FRANK LESLIE'S POPULAR MONTHLY.

Vol. II.—No. 3.　　　SEPTEMBER, 1876.　　　$2.50 PER ANNUM.

WHAT SHALL WE DO WITH OUR INDIANS?

Vol. II. No. 3 –17.　　　A GROUP OF PROMINENT SIOUX CHIEFS.

Philadelphia Museum of Art:
Purchased: Lola Downin Peck Fund.

**12. Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876 ?**

_____
_____
_____

**What attitudes displayed toward American Indians by other Americans are suggested by this magazine cover?**

_____
_____
_____

A **Complete** response answers both parts of the question and provides specifics. It may, for example, discuss disputes about western lands and the issue of reservations vs. assimilation.

An **Essential** response answers both parts of the question, although one part gives a general statement without providing any specifics. For instance the response may state that the issue is addressed on a magazine cover because "there were lots of arguments between the government and the Indians then"; or, the response may describe the attitude of many other Americans by saying "they did not like the Sioux Indians."

A **Partial** response correctly answers only one part of the question. It may give two answers that are not wrong but both are very vague.

| _Grade 8_ | Percentage "Essential" or Better within Achievement Level Intervals | | |
|---|---|---|---|
| **Overall Percentage Essential or Better** | _Basic_ 252-293* | _Proficient_ 294-326* | _Advanced_ 327 and above* |
| 25 (1.2) | 32 (2.0) | 59 (4.4) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| _Grade 12_ | Percentage "Essential" or Better within Achievement Level Intervals | | |
|---|---|---|---|
| **Overall Percentage Essential or Better** | _Basic_ 294-324* | _Proficient_ 325-354* | _Advanced_ 355 and above* |
| 47 (1.6) | 71 (2.9) | 86 (3.0) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

13. **Between 1960 and 1990, what invention most changed the way people in the United States worked?**

    A  The typewriter

▶B  The computer

    C  The superconductor

    D  The radio

| Grade 8 | Percentage "Correct" within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 252-293* | Proficient 294-326* | Advanced 327 and above* |
| 78 (1.2) | 83 (1.6) | 94 (2.2) | ** |

\* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 | Percentage "Correct" within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 294-324* | Proficient 325-354* | Advanced 355 and above* |
| 88 (0.8) | 96 (0.8) | 98 (0.8) | ** |

\* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

14. **What goal was most important in shaping United States foreign policy between 1945 and 1990?**

▶A  Preventing the spread of communism to new areas and weakening it where it already existed

    B  Encouraging trained scientists and other skilled workers who lived in foreign countries to immigrate to the United States

    C  Strengthening the United States industrial and agricultural sectors to help them compete against the British and the French

    D  Providing foreign aid to all poor countries to help them develop economically and technologically

| Grade 8 | Percentage "Correct" within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 252-293* | Proficient 294-326* | Advanced 327 and above* |
| 26 (1.4) | 26 (2.2) | 47 (5.1) | ** |

\* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 | Percentage "Correct" within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Correct | Basic 294-324* | Proficient 325-354* | Advanced 355 and above* |
| 47 (1.6) | 67 (2.5) | 91 (3.2) | ** |

\* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

**15. President Jimmy Carter played a major role in negotiating the Camp David accords, which promoted peace between**

      A  the Soviet Union and China

      B  the Palestinians and the Jordanians

▶C  Egypt and Israel

      D  North Korea and the United States

| Grade 8 | Percentage "Correct" within Achievement Level Intervals | | |
|---|---|---|---|
| **Overall Percentage Correct** | *Basic* 252-293* | *Proficient* 294-326* | *Advanced* 327 and above* |
| 14 (0.9) | 11 (1.6) | 22 (3.7) | ** |

\* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 | Percentage "Correct" within Achievement Level Intervals | | |
|---|---|---|---|
| **Overall Percentage Correct** | *Basic* 294-324* | *Proficient* 325-354* | *Advanced* 355 and above* |
| 27 (1.6) | 34 (2.5) | 68 (4.8) | ** |

\* NAEP U.S. history composite scale range. ** Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Bruce Shanks in the Buffalo News.

**16. Circle the decade in which you believe this cartoon was drawn.**

    1920's       1940's       1960's       1980's

**Citing specific historical evidence, explain why you chose the decade you did.**

_____

_____

_____

_____

An **Appropriate** response explains why the cartoon was drawn in the 1960's and provides supporting detail, such as the occurrence of demonstrations and riots after the law was enacted. Or, the response identifies the 1980's and gives a reasonable explanation, e.g. in the 1980's the spirit of 1960's civil rights legislation remained unfulfilled.

A **Partial** response chooses either the 1960's or the 1980's as the decade, but explains why the cartoon was drawn in the decade chosen in vague terms.

| Grade 8 | Percentage "Appropriate" within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Appropriate | Basic 252-293* | Proficient 294-326* | Advanced 327 and above* |
| 16 (1.1) | 18 (1.7) | 37 (4.2) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 | Percentage "Appropriate" within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Appropriate | Basic 294-324* | Proficient 325-354* | Advanced 355 and above* |
| 35 (1.9) | 48 (3.0) | 83 (4.3) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

**17. What is the main message of this cartoon?**

_____
_____
_____
_____

An **Appropriate** response correctly identifies the main message of the cartoon as being that passing civil rights laws does not mean that civil rights issues are resolved, and that social, economic, and political (and not just legal) changes were also necessary.

A **Partial** response shows understanding that the cartoon is about problems associated with the civil rights bill but is not able to explain the cartoon in a specific and precise fashion.

| Grade 8 | Percentage "Appropriate" within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Appropriate | Basic 252-293* | Proficient 294-326* | Advanced 327 and above* |
| 2 (0.4) | 2 (0.5) | 9 (2.1) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

| Grade 12 | Percentage "Appropriate" within Achievement Level Intervals | | |
|---|---|---|---|
| Overall Percentage Appropriate | Basic 294-324* | Proficient 325-354* | Advanced 355 and above* |
| 15 (1.3) | 20 (2.3) | 59 (4.9) | ** |

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.