Unit 6 Practice Test

1. Which view is expressed in this excerpt? (8.6B)
   A. advocacy of abolitionism
   B. defense of federalism
   C. support for the Monroe Doctrine
   D. belief in Manifest Destiny

2. Which policy did President James Polk support when he used the phrase “Manifest Destiny” during his Presidential campaign of 1844? (8.6B)
   A. extending the nation’s borders to the Pacific
   B. purchasing Alaska from Russia
   C. chasing Britain out of North America
   D. acquiring colonies in the Pacific and Caribbean

3. These slogans were popular at a time in history when many Americans supported — (8.6C)
   A. the purchase of Louisiana from France
   B. the construction of the Erie Canal
   C. the concept of Manifest Destiny
   D. the Second Great Awakening

4. What common impact did these events have on the United States? (8.6C)
   A. They protected the rights of Northeastern manufacturers.
   B. They stopped the westward spread of American settlers.
   C. They helped fulfill the belief in Manifest Destiny.
   D. They delayed the relocation of American Indian tribes.

5. What policy did James Polk intend when he used the phrase “Manifest Destiny” in the Presidential campaign of 1844? (8.6C)
   A. to extend the nation’s borders to the Pacific
   B. to provide economic aid to the American Indians
   C. to reduce the regulation of interstate trade by the federal government
   D. to form a strong military alliance with Great Britain

The whole continent of North America appears to be destined by Divine Providence to be peopled by one nation, speaking one language, professing one general system of religious and political principles, and accustomed to one general tenor of social usages and customs. For the common happiness of them all, for their peace and prosperity, I believe it is indispensable that they should be associated in one federal Union.

— John Quincy Adams, 1811

“TThe whole of Oregon or None!”  “Fifty-four forty or Fight.”  “The annexation of all of Mexico.”  “A union of many republics.”  “Annexation of Texas.”
6. In 1846, war broke out between the United States and Mexico. What was the main cause of this war? (8.6D)
   A. a dispute over the number of settlers in the Oregon Territory
   B. issues arising over the boundaries of Texas
   C. the discovery of gold in California
   D. the relocation of American Indians from the Southeast

7. How were the War of 1812 and the U.S.-Mexican War similar? (8.6D)
   A. Some Americans hoped to use each war to obtain new territory from a neighboring country.
   B. Both wars were fought to protect American citizens from the unjust acts of foreign power.
   C. Attacks by American Indians contributed to the outbreak of both conflicts.
   D. Most of the fighting in each war took place in the United States.

8. Which number on the map is located in an area purchased from France by President Thomas Jefferson in 1803? (8.6E)
   A. 1 B. 2 C. 3 D. 4

9. Which number on the map is located in an area purchased by the United States from Spain for $5 million in 1819? (8.6E)
   A. 1 B. 2 C. 3 D. 4

10. Which area on the map was ceded to the United States by Mexico after the U.S.-Mexican War? (8.6E)
    A. 1 B. 2 C. 3 D. 4

11. Which area on the map did the United States purchase from another country for the possible construction of a transcontinental railroad along a southern route? (8.6E)
    A. 3 B. 4 C. 5 D. 6

12. Which area on the map did the United States acquire after reaching a compromise with Great Britain to divide a disputed territory into two parts? (8.6E)
    A. 3 B. 4 C. 5 D. 6
13. Which of these was one of President Thomas Jefferson’s primary reasons for the purchase of the Louisiana Territory in 1803? (8.6E)
A. Jefferson wanted to acquire the Mississippi River as a water route to help farmers ship their products to Eastern markets.
B. Jefferson was interested in acquiring new territory for the future expansion of slavery.
C. Jefferson wanted to remove the threat of an invasion of the United States by Spain.
D. Jefferson saw the purchase as an opportunity to greatly expand the powers of the Presidency.

Most were built in areas accessible to water. | The main workforce was made up of slaves. | Crops consisted of indigo, tobacco, rice, and cotton.

14. The characteristics stated above describe a — (8.12B)
A. Northern factory
B. New England farm
C. Southern plantation
D. Western ranch

15. Which of these factors best explains the development of the plantation system in the South? (8.12B)
A. fertile land and a long growing season
B. a high plateau and long, cold winters
C. extensive forests and short winters
D. rocky soil and harsh winters

16. Which factor made a significant contribution to the industrialization of the United States during the Jacksonian Era? (8.13B)
A. assembly line production
B. invention of the internal combustion engine
C. the spread of steamboats and canals
D. the spread of electricity

17. Which factor most contributed to the rapid industrialization of the United States in the years before the Civil War?
A. the mass production of rifles
B. the discovery of gold in California
C. the invention of the cotton gin
D. the expansion of canals and railroads
18. Which factor best accounts for the trend shown on the bar graph? (8.13B)
   A. a ban on foreign immigration to the United States
   B. an increase in the availability of cheap Western lands
   C. an increase in the number of jobs available in cities
   D. the debate over the institution of slavery

19. In what ways did immigration to the United States change in the 1830s and 1840s? (8.23A)
   A. There were fewer immigrants from England, Scotland and West Africa and more immigrants from Ireland and Germany.
   B. There were more forced immigrants from Africa because of the demand for slave labor to grow cotton.
   C. There were more immigrants from Canada, Jamaica and Australia because they were unhappy with conditions under British rule.
   D. There were more immigrants from Russia, Poland and Italy and fewer immigrants from Germany and France.

20. During the 1840s, the main cause of increased Irish immigration to the United States was their desire for — (8.23A)
   A. political independence
   B. new cultural opportunities
   C. improved economic opportunities
   D. greater religious freedom

### IMMIGRANTS FROM IRELAND TO THE UNITED STATES

<table>
<thead>
<tr>
<th>Decade</th>
<th>Total Number</th>
<th>Percentage of Total Immigration to USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1820–1830</td>
<td>54,338</td>
<td>35.8</td>
</tr>
<tr>
<td>1831–1840</td>
<td>207,381</td>
<td>34.6</td>
</tr>
<tr>
<td>1841–1850</td>
<td>780,719</td>
<td>45.6</td>
</tr>
<tr>
<td>1851–1860</td>
<td>914,119</td>
<td>35.2</td>
</tr>
<tr>
<td>1861–1870</td>
<td>435,778</td>
<td>18.8</td>
</tr>
<tr>
<td>1871–1880</td>
<td>436,871</td>
<td>15.5</td>
</tr>
</tbody>
</table>
21. Which of the following best explains the changes in the table for the decades 1841–1850 and 1851–1860? (8.23A)

A. Irish immigrants wanted to settle in the United States while they could still purchase slave labor for their farms.
B. Irish immigrants were escaping from warfare between Britain and Ireland.
C. Irish immigrants left their homeland because of a famine caused by a diseased potato crop.
D. Irish immigrants were attracted to the United States in large numbers by news of the California Gold Rush.

22. Which of the following helps to explain some of the changes shown on the table? (8.23A)

A. Germans had so much available land that few wanted to migrate before 1840.
B. The Revolutions of 1848 stimulated many Germans to migrate to America.
C. Germans started migrating to America when a massive failure of the German potato crop led almost a million of them to starve in the 1840s.
D. Immigration laws restricted the numbers of German immigrants who could come to the United States in this period.

23. Based on the excerpt, what impact did the cotton gin have on the economy of the South? (8.27A)

A. It discouraged both industry and immigration to the South.
B. It led to a flood of European immigrants to Southern states.
C. It halted the growth of slavery across the South.
D. It led to new factories across the South to process raw cotton.

24. Which of these was a result of the invention of the cotton gin? (8.27A)

A. It greatly reduced the need to plant cotton seeds by hand.
B. It provided a faster method for separating seeds from cotton fibers.
C. It enabled slaves to work in factories operating textile machines.
D. It introduced a new process for weaving cotton into cloth.
25. The drawing shows Eli Whitney’s original cotton gin. What effect did this invention have? (8.27A)
   A. It led to increased production of raw cotton in the South.
   B. It eliminated the need for slaves to work in the cotton fields.
   C. It promoted the rise of factories across the South.
   D. It reduced the profits of factory owners producing cotton thread.

26. Eli Whitney’s cotton gin cleaned more cotton in minutes than a team of men could do by hand in an entire day. Which of the following effects of the cotton gin was harmful? (8.27A)
   A. It increased cotton production, which helped to revive a lagging economy in the South
   B. It encouraged the growing of cash crops, helping the South to earn foreign currency through exports.
   C. Many Southern communities prospered as the demand for their raw cotton to produce textiles grew.
   D. Southern plantation owners bought more slaves for field work in order to plant and harvest more cotton.

27. In the decades before the Civil War, which best explains the rise in the number of factories in the United States? (8.12C)
   A. Factory workers’ salaries increased dramatically.
   B. There was an increased use of the domestic system.
   C. A growing number of American Indians worked in cities.
   D. Factories applied steam power to textile manufacturing.

28. In the mid-nineteenth century, immigrants from Germany and Ireland often settled in cities because — (8.12C)
   A. municipal governments granted special rights to new immigrants
   B. most of these immigrants had lived in large cities in Europe
   C. there was no available land for immigrants to engage in farming
   D. they could live there with others of the same national origin

29. Which of the following best explains the increased urbanization during the mid-1800s? (8.12C)
   A. New laws restricted the flow of immigration from Ireland.
   B. People moved to cities to find better paid jobs.
   C. Urban residents fled the cities for the countryside.
   D. The number of factories in the countryside decreased.

<table>
<thead>
<tr>
<th>URBANIZATION OF THE UNITED STATES, 1860–1870</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Years</strong></td>
</tr>
<tr>
<td>Urban Population in Millions</td>
</tr>
<tr>
<td>Urban Population as a Percentage of Total Population</td>
</tr>
</tbody>
</table>
30. Which of the following best explains the changes shown in the table? (8.12C)
   A. Large numbers of people from Eastern cities settled in the West.
   B. Civil War losses caused the total population of the United States to decrease in this decade.
   C. The industrialization of the United States led many people to move to cities.
   D. As increasing numbers of immigrants arrived in the United States, the country’s center of population moved eastward.

31. Which of the following was a feature of the free enterprise system that developed in the United States? (8.14A)
   A. national ownership of transportation and key industries
   B. minimal government intrusion into economic affairs
   C. high levels of state and federal taxation of private wealth
   D. a disregard for private property rights in the interests of the state

32. Compared to most European societies in the early nineteenth century, Americans benefitted from — (8.14A)
   A. lower taxes and less government regulation of daily life
   B. greater direct investment by government in manufacturing facilities
   C. superior universities, technical schools and other institutions of higher learning
   D. ownership of overseas colonies, providing raw materials and wealth

33. The commitment of the United States government to the principles of free enterprise contributed to — (8.14A)
   A. government ownership of some businesses
   B. increasing restrictions on consumer choice
   C. minimal government intrusion in the economy
   D. government regulation of westward expansion

34. Why did the system of free enterprise develop in the United States? (8.14A)
   A. Americans possessed ample resources, including land, and had a government that protected individual rights.
   B. Americans were the first to realize that a free enterprise system could help bring about rapid industrialization.
   C. Americans copied the system of free enterprise that already existed in several countries in Europe.
   D. Americans created the free enterprise system by deliberately mixing European, American Indian and African traditions.

35. After the Civil War, Congress followed a policy of protective tariffs, railroad expansion, and open immigration. What did these policies indicate? (8.14B)
   A. Even under the free enterprise system, government policies could promote economic development.
   B. The free enterprise system was abandoned by the North after its victory in the Civil War.
   C. Congress refused to let the federal government play a positive role in the American economy.
   D. Congressional leaders felt it was necessary to help rebuild the economy of the North after the Civil War.
36. Which of these was a benefit of the free enterprise system? (8.14B)
   A. Americans agreed to abolish slavery in 1865.
   B. Americans enjoyed rapid economic growth after 1865.
   C. Americans recognized the supremacy of federal law.
   D. Americans welcomed immigrants from other countries.

37. Which of the following correctly identifies the relationship between urbanization and social differences in the early 19th century? (8.23B)
   A. The very poor and the very rich often lived close together in cities, intensifying social conflicts.
   B. Children in cities had fewer chances for attending school than those in the countryside.
   C. The benefits of urbanization led to a reduction in social tensions between different social classes.
   D. In urban centers, most workers were able to improve their standards of living and join the middle classes.

38. How did the development of the steam engine change the way in which textiles were manufactured? (8.27C)
   A. Women and children no longer worked in textile manufacturing.
   B. Textile workers had shorter working hours than under the domestic system.
   C. Larger quantities of thread and cloth could be produced more quickly and cheaply.
   D. The center of the textile industry moved from the Northeast to the South.

39. How did the invention of the railroad change the way in which manufactured goods were produced? (8.27C)
   A. Manufacturers obtained raw materials more easily from distant areas.
   B. Manufacturers began producing textiles with factory machinery.
   C. Manufacturers were able to use electric power for production.
   D. Most manufacturers moved to the South where they had lower labor costs.

40. How did the building of railroad lines affect the way in which manufactured goods were marketed? (8.27C)
   A. Manufacturers were unable to create demand for their goods in distant markets.
   B. Manufacturers continued to ship most of their goods by river and canal.
   C. Manufacturers were able to their goods to a national market.
   D. Manufacturers limited their sales to local markets to avoid competition.

41. What was a major effect of technological innovation in the United States during the 1800s? (8.27D)
   A. The agricultural production of farmers decreased.
   B. The size of the average factory building became smaller.
   C. Factory workers moved from urban to rural areas.
   D. The speed of production increased in most factories.

42. How did the rise of the factory system in the early 1800s stimulate the economic growth of the United States? (8.27D)
   A. The factory system increased food production, encouraging greater population growth.
   B. The greater demand for cheaper textiles led in turn to more production.
   C. The federal government connected the factories with a new system of national roads.
   D. Factory workers spent more time at home than farmers, so they bought more goods.
43. Which of the following best completes the diagram? (8.27D)
   A. Spread of the domestic system
   B. Decrease in the manufacture of goods
   C. Shift of manufacturing centers to the South
   D. Cheaper goods for consumers

44. How did the factory system contribute to rapid industrialization? (8.27D)
   A. Factory owners gave money to government leaders to promote industry.
   B. Making goods in factories with the help of machines was more efficient than making goods by hand.
   C. Factory workers were usually more skilled than craftsmen making goods in their homes.
   D. Factory goods were more expensive than hand-made goods, bringing greater profits to investors.

45. As a result of the rise of the factory system, many Americans moved — (8.28B)
   A. from farms to towns located near factories
   B. from crowded cities to more open rural areas
   C. from towns in New England to the South
   D. from Southern plantations to the North

46. What impact did the industrialization of the United States have on the West in the decades before the Civil War? (8.28B)
   A. The West became the nation’s leading manufacturing center.
   B. Western farmers began growing cotton for use in the nation’s factories.
   C. Western farmers began specializing in growing cash crops for sale to the Northeast.
   D. Westerners bought fewer manufactured items and became more self-sufficient.

47. The report excerpted above was part of a movement that resulted in —
   A. an amendment to the Constitution guaranteeing women the right to vote
   B. the creation of free and compulsory public schools for children
   C. increased public assistance for the urban poor
   D. the introduction of charity-based schools for Southern slaves

48. Which of these was an important accomplishment of the women’s rights movement before the Civil War? (2.24B)
   A. Women obtained the right to vote in some states.
   B. A handful of women, such as Elizabeth Blackwell, entered into the professions.
   C. Married women obtained equal control with their husbands over family property.
   D. Women obtained equal wages and working conditions with men.
49. Supporters of the “Common School” movement argued that — (8.24B)
   A. education should be a private matter left to individual families
   B. public schools should include children of various social backgrounds
   C. students should be assigned to classrooms based on their religious beliefs
   D. ordinary citizens could serve as teachers without special training

The preamble of the federal Constitution says: “We, the people of the United States.” It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. We formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people — women as well as men.

— Susan B. Anthony

50. In this excerpt, Susan B. Anthony was arguing that — (8.22B)
   A. the U.S. Constitution should ban slavery
   B. only males deserve to be given the right to vote
   C. women as well as men should be given the right to vote
   D. the preamble to the U.S. Constitution needs to be amended

51. Following the Seneca Falls Convention in 1848, Elizabeth Cady Stanton and Susan B. Anthony were most noted for their — (8.22B)
   A. efforts to end slavery in the United States
   B. role in proposing a compromise on the issue of slavery
   C. work to achieve gender equality in America
   D. support for ending racial segregation in government