

APUSH Period 5 Multiple Choice Test

The questions below are based on the 1856 Sumner-Brooks political cartoon below.



1. The sentiments such as those depicted in the cartoon above most directly contributed to which of the following?
 - a. Breakdown in trust between sectional leaders
 - b. The willingness of abolitionists to use violence to achieve their goals
 - c. Repeated attempts at political compromise
 - d. The secession of Southern states
2. The cartoon above is best understood in the context of the
 - a. North's increasing reliance on a free-labor manufacturing economy.
 - b. variety of proposals leaders made that ultimately failed to reduce sectional conflict.
 - c. willingness of abolitionists to use violence to achieve their goals.
 - d. weakening of loyalties to the two major parties.

Use the excerpt below to answer the questions that follow.

"The question is simply this: can a negro whose ancestors were imported into this country and sold as slaves become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities, guaranteed by that instrument to the citizen, one of which rights is the privilege of suing in a court of the United States in the cases specified in the Constitution? In the opinion of the court, the legislation and histories of the times, and the language used in the Declaration of Independence, show that neither the class of persons who had been imported as slaves nor their descendants, whether they had become free or not, were then acknowledged as a part of the people, nor intended to be included in the general words used in that memorable instrument."

3. The above opinion is a response to which Supreme Court case?
 - a. *Plessy v. Ferguson*
 - b. *Amistad*
 - c. *Marbury v. Madison*
 - d. *Dred Scott v. Sanford*
4. Based on the above excerpt, what can be concluded about the political status of individuals not considered free persons?
 - a. Citizenship can be gained over time.
 - b. Their rights depend on location within the United States.
 - c. These individuals have some rights.
 - d. These individuals are considered property.

World History Released Multiple Choice Practice Test

**Beth Bartolini-Salimbeni, Wendy
Petersen**



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Teaching History for the Common Good Keith C. Barton, Linda S. Levstik, 2004-07-13 In *Teaching History for the Common Good* Barton and Levstik present a clear overview of competing ideas among educators historians politicians and the public about the nature and purpose of teaching history and they evaluate these debates in light of current research on students historical thinking In many cases disagreements about what should be taught to the nation's children and how it should be presented reflect fundamental differences that will not easily be resolved A central premise of this book though is that systematic theory and research can play an important role in such debates by providing evidence of how students think how their ideas interact with the information they encounter both in school and out and how these ideas differ across contexts Such evidence is needed as an alternative to the untested assumptions that plague so many discussions of history education The authors review research on students historical thinking and set it in the theoretical context of mediated action an approach that calls attention to the concrete actions that people undertake the human agents responsible for such actions the cultural tools that aid and constrain them their purposes and their social contexts They explain how this theory allows educators to address the breadth of practices settings purposes and tools that influence students developing understanding of the past as well as how it provides an alternative to the academic discipline of history as a way of making decisions about teaching and learning the subject in schools Beyond simply describing the factors that influence students thinking Barton and Levstik evaluate their implications for historical understanding and civic engagement They base these evaluations not on the disciplinary study of history but on the purpose of social education preparing students for participation in a pluralist democracy Their ultimate concern is how history can help citizens engage in collaboration toward the common good In *Teaching History for the Common Good* Barton and Levstik discuss the contribution of theory and research explain the theory of mediated action and how it guides their analysis and describe research on children's and adults knowledge of and interest in history lay out a vision of pluralist participatory democracy and its relationship to the humanistic study of history as a basis for evaluating the perspectives on the past that influence students learning explore four principal stances toward history identification analysis moral response and exhibition review research on the extent to which children and adolescents understand and accept each of these and examine how the stances might contribute to or detract from participation in a pluralist democracy address six of the principal tools of history narrative structure stories of individual achievement and motivation national narratives inquiry empathy as perspective taking and empathy as caring and review research and conventional wisdom on teachers knowledge and practice and argue that for teachers to embrace investigative multi

perspectival approaches to history they need more than knowledge of content and pedagogy they need a guiding purpose that can be fulfilled only by these approaches and preparation for participatory democracy provides such purpose Teaching History for the Common Good is essential reading for history and social studies professionals researchers teacher educators and students as well as for policymakers parents and members of the general public who are interested in history education or in students thinking and learning about the subject Princeton Review AP World History: Modern Prep, 5th Edition The Princeton Review, 2023-11-28 Make sure you're studying with the most up to date prep materials Look for the newest edition of this title The Princeton Review AP World History Modern Premium Prep 6th Edition ISBN 9780593517789 on sale August 2024 Publisher's Note Products purchased from third party sellers are not guaranteed by the publisher for quality or authenticity and may not include access to online tests or materials included with the original product **The ETS Test Collection Catalog** Educational Testing Service. Test Collection, 1993 The major source of information on the availability of standardized tests Wilson Library Bulletin Covers commercially available standardized tests and hard to locate research instruments *5 Steps to a 5: AP World History: Modern 2023* Beth Bartolini-Salimbeni, Wendy Petersen, 2022-08-01 AP Teachers 1 Choice Ready to succeed in your AP course and ace your exam Our 5 Steps to a 5 guides explain the tough stuff offer tons of practice and explanations and help you make the most efficient use of your study time 5 Steps to a 5 AP World History Modern is more than a review guide it's a system that has helped thousands of students walk into test day feeling prepared and confident Everything you Need for a 5 3 full length practice tests that align with the latest College Board requirements Hundreds of practice exercises with answer explanations Comprehensive overview of all test topics Proven strategies from seasoned AP educators Study on the Go All instructional content in digital format for both computers and mobile devices Interactive practice tests with answer explanations A self guided study plan with daily goals powerful analytics flashcards games and more A Great In class Supplement 5 Steps is an ideal companion to your main AP text Includes an AP World History Modern Teacher's Manual that offers excellent guidance to educators for better use of the 5 Steps resources **AP World History: Modern** John McCannon, 2020-02-04 Looking for an additional way to prep for the AP exam Check out Barron's AP World History Podcast wherever you get your favorite podcasts Be prepared for exam day with Barron's Trusted content from AP experts Barron's AP World History Modern 2020 2021 includes in depth content review and practice It's the only book you'll need to be prepared for exam day Written by Experienced Educators Learn from Barron's all content is written and reviewed by AP experts Build your understanding with comprehensive review tailored to the most recent exam Get a leg up with tips strategies and study advice for exam day it's like having a trusted tutor by your side Be Confident on Exam Day Sharpen your test taking skills with 2 full length practice tests Strengthen your knowledge with in depth review covering all Units on the AP World History Modern Exam Reinforce your learning with practice questions at the end of each chapter **Cracking the AP World History Exam, 2018 Edition** Princeton

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