



SOCIAL STUDIES

Spring Break

PACKET

GRADES 6-8

Department of
Curriculum and Instruction



Table of Contents

Activity	Page Number	Suggested Pacing
Colonization Review	2	Lesson 1
The American Revolution Review	5	Lesson 2
The New Nation Review	8	Lesson 3
Growth of a Young Nation Review	11	Lesson 4
Sectionalism and Reform Review	13	Lesson 5
The Jacksonian Era Review	16	Lesson 6
Expansion and Division of the Nation Review	18	Lesson 7
The Civil War Review	20	Lesson 8
Reconstruction Review	22	Lesson 9

Lesson 1

Eighth Grade Social Studies Standards-Aligned Learning: Colonization

Grade Level Standard(s)	Standards 8.01-8.12
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapters 3 and 4 in their textbooks for information about Colonial America and Life in the American Colonies. To create their own study guide, students may want to define the following key terms from the standards:

- Development of Jamestown colony
- Development of Plymouth colony
- Development of Massachusetts Bay Colony
- Founding of Rhode Island and Connecticut colonies
- Founding of New Netherlands and its transition to New York colony
- Development of Pennsylvania colony
- Development of Georgia colony
- Location of all 13 colonies
- Goals and locations of British, French, and Spanish settlements in North America
- Development of African slavery in the colonies
- Overt and passive resistance to enslavement
- Middle Passage
- First Great Awakening
- Navigation acts and mercantilism
- People or groups: Powhatan people, Squanto, Anne Hutchinson, Roger Williams, Thomas Hooker, William Penn, James Oglethorpe
- Events or documents: Mayflower compact, Salem Witch Trials, town meetings, role of women in Pennsylvania

Question set:

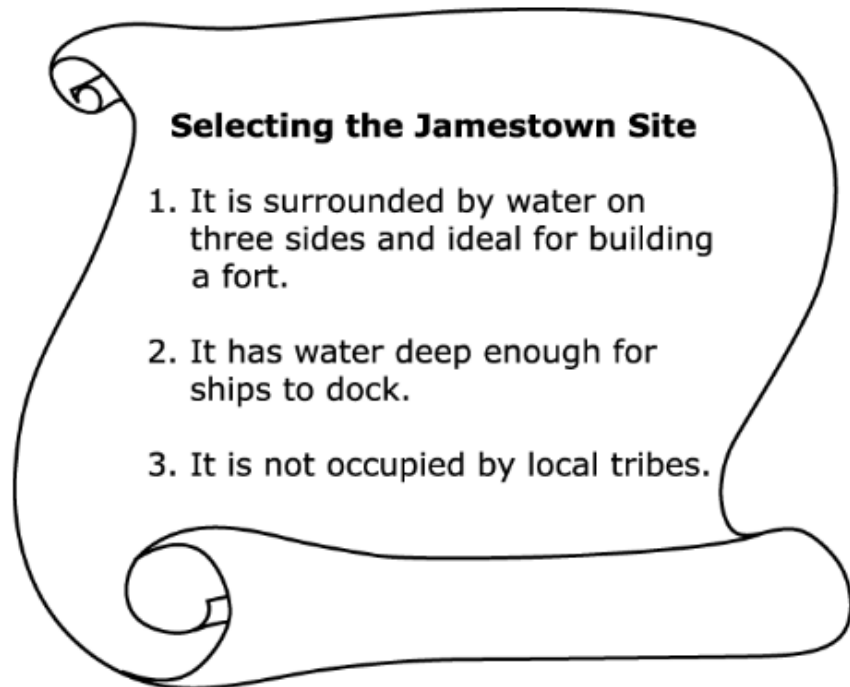
*1) (8.11)

How did the First Great Awakening primarily influence the lives of colonial Americans?

- A. by encouraging freedom of speech
- B. by supporting the right to have a lawyer
- C. by supporting the right to petition
- D. by encouraging freedom of religion

*2) (8.01)

Study the list and answer the question.



What statement describes the purpose of this list?

- A. locate an area with many precious metals
- B. find land that would avoid conflict with native people
- C. locate an island free from wild vegetation
- D. find land situated along buffalo migratory routes

*3) (8.09)

Read the table and answer the question.

Social Structures of the New France and English Colonies

	New France	English Colonies
Government	Ruling council appointed by the king	Representative government with some local control
Economy	Based on fishing and fur trading	Based on cash crops, fishing, and subsistence farming
Culture	Small population of mostly French trappers and missionaries	?

Which phrase completes the table?

- A. Large population from diverse European and African backgrounds
- B. Small population of mostly young, unmarried Englishmen
- C. Medium population of mostly Puritan and Quaker church members
- D. Small population of American Indians who learned English customs

4) Which statement about the policy of mercantilism is most accurate? (8.12)

- A. Colonies were required to send manufactured goods to Europe.
- B. Raw materials from the colonies were shipped to Europe.
- C. European powers shipped raw materials to the colonies.
- D. European powers and their colonies had no economic connection.

5) The reason for the founding of the Georgia colony was... (8.8.07)

- A. to help the British conquer Spanish Florida
- B. to create a settlement for those imprisoned due to debt
- C. to provide religious freedom for Catholics
- D. to create a settlement for indigenous American Indian peoples

Lesson 2	
Eighth Grade Social Studies Standards-Aligned Learning: American Revolution	
Grade Level Standard(s)	Standards 8.13-8.20
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapters 5 and 6 in their textbooks for information about The Spirit of Independence and the American Revolution. To create their own study guide, students may want to define the following key terms from the standards:

- French and Indian War (Fort Loudoun, Treaty of Paris of 1763, war debt, Proclamation line of 1763)
- Benjamin Franklin
- “Join or Die” political cartoon
- Albany Plan of Union
- Quartering Act
- Stamp Act
- Declaratory Act
- Townshend Acts
- Boston Massacre
- Boston Tea Party
- Intolerable/Coercive Acts
- Sons of Liberty
- Social, political, and economic causes of the American Revolution
- Thomas Paine’s Common Sense
- Declaration of Independence
- Battles of Lexington and Concord and Bunker (Breed’s) Hill
- Points of view of loyalists and patriots
- American Revolution (struggles of the continental army, Battles of Trenton and Princeton, Battle of Kings Mountain, Battle of Saratoga, Battle of Yorktown, guerrilla warfare)

Question set:

*1) Read the source and answer the question

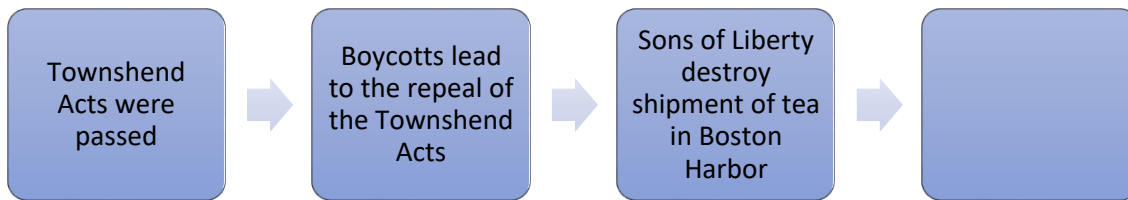
“THESE are the times that try men’s souls: The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country but he that stands it NOW, deserves the love and thanks of man and woman. Tyranny... is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph.”

Thomas Paine, the American Crisis (No. 1), 1776

Which phrase best expresses Thomas Paine’s purpose for writing this Pamphlet? (8.16)

- A. to honor American soldiers for winning a major battle
- B. to motivate loyalists to support independence
- C. to encourage citizens to begin making a peace settlement
- D. to inspire Americans to continue to fight for independence

2) Study the timeline below.



Which event best completes this timeline? (8.15)

- A. Increase in the price of tea
- B. Boston Massacre of 1770
- C. Intolerable and Coercive Acts passed
- D. Stamp Act was passed

3) Which sequence of events occur in the correct order? (8.15)

- A. Quartering Act, Boston Tea Party, Boston Massacre
- B. Battle of Lexington and Concord, Boston Massacre, Stamp Act
- C. Stamp Act, Boston Tea Party, Battle of Lexington and Concord
- D. Boston Tea Party, Battle of Lexington and Cocord, Quartering Act

4) Which battle of the American Revolution forced the British to surrender, ending the war? (8.20)

- A. Battle of Kings Mountain
- B. Battle of Saratoga
- C. Battle of Trenton
- D. Battle of Yorktown

5) Which battle of the American Revolution marked its beginning? (8.20)

A. Battle of Saratoga

B. Battles of Lexington and Concord

C. Battles of Trenton and Princeton

D. Battle of Yorktown

Lesson 3

Eighth Grade Social Studies Standards-Aligned Learning: The New Nation

Grade Level Standard(s)	Standards 8.23-8.28
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapters 7, 8, and 9 in their textbooks for information about A More Perfect Union, the Constitution, and the Federalist Era. To create their own study guide, students may want to define the following key terms from the standards:

- Strengths and weaknesses of the Articles of Confederation
- Land Ordinance of 1785
- Northwest Ordinance of 1787
- Lost state of Franklin
- Shays' Rebellion
- Role of James Madison and George Washington during the Constitutional Convention
- Great Compromise and Three—Fifths Compromise
- Principles and purposes of government in the Preamble and Constitution (separation of powers, federalism, checks and balances)
- Conflict between Federalists and Anti-Federalists
- Bill of Rights
- Administration of President George Washington (precedents, Whiskey Rebellion, farewell address)
- Thomas Jefferson and Alexander Hamilton's role in the emergence of two political parties
- Administration of President John Adams (conflicts with Great Britain and France, XYZ affair, Alien and Sedition acts)
- Development of the statehood of Tennessee and the state constitution of 1796

Question set:

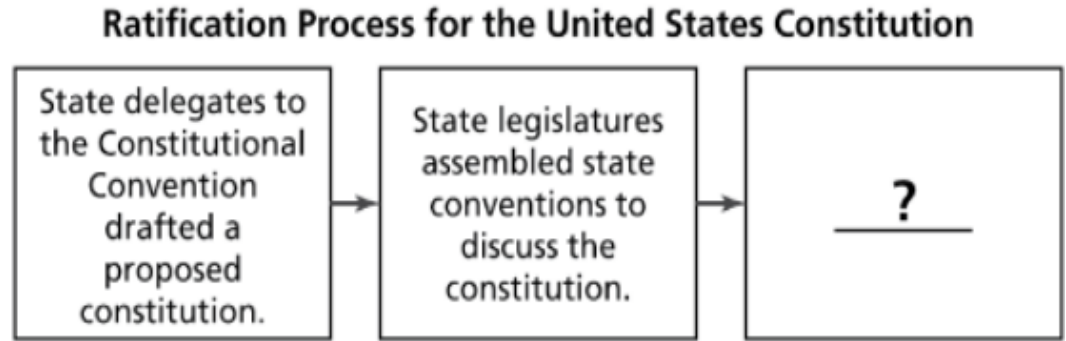
*1) (8.27)

Which sentence best describes the controversy created by the Sedition Act of 1798?

- A. The act forcibly removed American Indians from their land.
- B. The act divided the ballots in the Electoral College among presidential candidates
- C. The act directly violated freedoms guaranteed in the Bill of Rights.
- D. The act reduced the number of Supreme Court justices appointed by the president

*2) (8.24)

Read the diagram and answer the question.



What is the next step to best complete this process?

- A. Citizens voted for officials who were in favor of ratifying the constitution.
- B. The states sent edits to the document in order to support ratification.
- C. Citizens signed petitions in their states for ratifying the constitution.
- D. The constitution was adopted when nine states voted in favor of ratification.

*3) (8.21)

Why was William Blount's census of the land ceded by North Carolina important for the establishment of the state of Tennessee?

- A. It would prove that the American Indian population was lower than expected.
- B. It increased the number of representatives in North Carolina.
- C. It determined that North Carolina had no right to cede its territory.
- D. It would prove the population was large enough to form a state government.

4) Anti-Federalists opposed ratification of the Constitution until... (8.24)

- A. a bill of rights was added to the document
- B. the power of the executive office was increased
- C. the power of the legislative branch was decreased
- D. changes were made to the Articles of Confederation

5) The outcome of the Whiskey Rebellion (1794) strengthened the... (8.25)

- A. powers of state governments
- B. authority of the national government
- C. powers of local militia groups
- D. authority of city and town governments

Lesson 4	
Eighth Grade Social Studies Standards-Aligned Learning: Growth of a Young Nation,	
Grade Level Standard(s)	Standards 8.29-8.33
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapter 10 in their textbooks for information about the Jefferson Era. To create their own study guide, students may want to define the following key terms from the standards:

- Election of 1800
- Marbury v. Madison
- Administration of Thomas Jefferson (Barbary pirates, Embargo Act, Lewis and Clark Expedition, Louisiana Purchase)
- Convention of 1818
- Adams Onis Treaty
- Monroe Doctrine

Question set:

1) The Supreme Court case of Marbury v. Madison (1803) strengthened the power of the... (8.29)

- A. judicial branch
- B. executive branch
- C. legislative branch
- D. state governments

2) One effect of the purchase of the Louisiana Territory was... (8.30)

- A. the United States acquired California from Spain
- B. the United States acquired the port of New Orleans
- C. the United States gained the Oregon Territory
- D. the United States annexed Florida

3) Which land acquisition doubled the territory of the United States? (8.30)

- A. Gadsden Purchase
- B. Purchase of Florida
- C. Louisiana Territory
- D. Oregon Territory

4) How did the War of 1812 impact the international reputation of the United States? (8.31)

- A. It showed that the United States could defend itself against the British.
- B. It proved the United States could protect its South American neighbors.
- C. It showed that the United States could defend itself against the Spanish.
- D. It proved the United States should hold the Oregon Territory.

5) What was the goal of the Monroe Doctrine? (8.33)

- A. To prevent immigration to South American countries
- B. To promote colonization of South American countries
- C. To prevent European colonization in the Western Hemisphere
- D. To promote European colonization in the Western Hemisphere

Lesson 5

Eighth Grade Social Studies Standards-Aligned Learning: Sectionalism and Reform

Grade Level Standard(s)	Standards 8.34-8.43
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

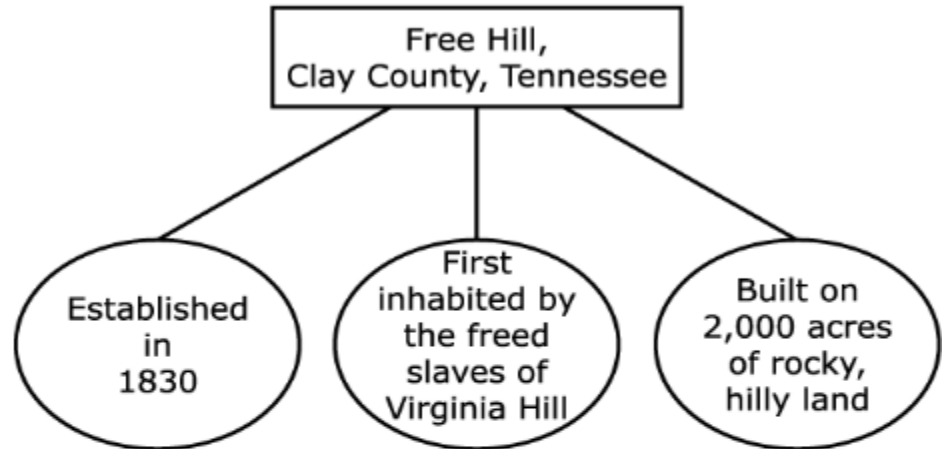
Review: Students can review Chapters 11, 14, and 15 in their textbooks for information about Growth and Expansion, North and South, and the Spirit of Reform. To create their own study guide, students may want to define the following key terms from the standards:

- Economy of the South (agrarian, cotton-producing states, etc.)
- Memphis as a center for cotton and slave trade
- Characteristics of Southern society
- Conditions of enslavement
- Adaptation and resistance to enslavement
- Nat Turner's rebellion
- American Industrial Revolution (Eli Whitney, interchangeable parts, trade unions, Lowell System, textile industry, Samuel Slater)
- Northern industrial economy
- Push-pull factors for Irish and German immigrants
- Development of infrastructure (roads, canals, railroads, steamboats, Erie Canal and National Road)
- Second Great Awakening
- Women's suffrage movement (Seneca Falls Convention, Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth)
- Abolitionist movement (William Lloyd Garrison, Frederick Douglass, Elihu Embree, Harriet Tubman)

Question set:

*1) (8.35)

Read the diagram and answer the question.



Why is the founding of this community historically significant?

- A. It provided an opportunity for African Americans to secure self-determination.
- B. It served as an important stop on the Underground Railroad.
- C. It provided a model for a reform movement addressing the issue of rural poverty.
- D. It served as an example for religious reformers who wanted to establish a utopian community.

2) The Erie Canal provided a link between the Atlantic Ocean and the... (8.40)

- A. Pacific Ocean
- B. Great Lakes
- C. Gulf of Mexico
- D. Rio Grande

3) Which region of the United States would factory systems be most likely to be found in the 1800s? (8.38)

- A. South
- B. West
- C. North
- D. Southwest

4) Which technology led to an increase in the enslavement of people in the United States? (8.37)

A. transcontinental railroad

B. steam engine

C. cotton gin

D. interchangeable parts

5) Which reform cause was discussed at the Seneca Falls Convention? (8.42)

A. unionization of factory workers

B. abolition of slavery

C. women's suffrage and rights

D. universal education

Lesson 6

Eighth Grade Social Studies Standards-Aligned Learning: The Jacksonian Era

Grade Level Standard(s)	Standards 8.44-8.48
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

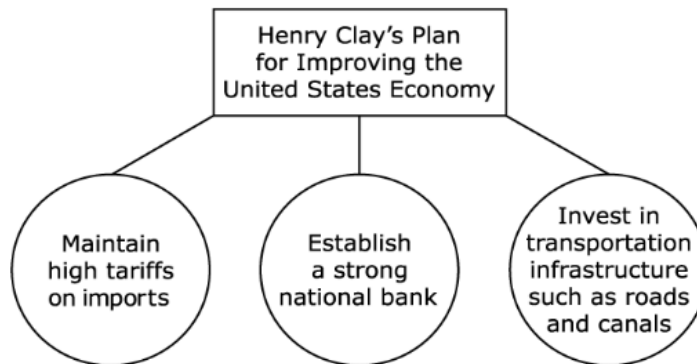
Review: Students can review Chapter 12 in their textbooks for information about the Jackson Era. To create their own study guide, students may want to define the following key terms from the standards:

- Gibbons v. Ogden, McCulloch v. Maryland, role of Chief Justice John Marshall
- Elections of 1824 and 1828 (corrupt bargain, spoils system, Jacksonian Democracy)
- Administration of President Andrew Jackson (Bank of the U.S. and the Nullification Crisis)
- Impact of the Indian Removal Act
- Worcester v. Georgia
- Trail of Tears
- Tennessee Constitution of 1834 and its impact on voting rights

Question set:

*1) (8.45)

Read the diagram and answer the question.



Which argument did opponents use to criticize Henry Clay's plan?

- A. High tariffs would negatively affect domestic manufacturing.
- B. Farmers would be unable to secure loans from a central bank.
- C. Using federal revenue to fund state improvements would be unconstitutional.
- D. Government involvement in the economy would violate the principles of capitalism.

2) Supreme Court decisions in Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden are similar in that each... (8.44)

- A. expanded the rights of political parties
- B. expanded the rights of private companies
- C. strengthened the power of state governments
- D. strengthened the power of the federal government

3) What change resulted in the outcome of the election of Andrew Jackson in 1828? (8.45)

- A. The removal of property qualifications for voting
- B. The addition of property qualifications for voting
- C. The passage of women's suffrage laws
- D. The new voting rights granted to African American men

4) Study the list and answer the question.

- Depended on the 'spoils system'
- Ordered the relocation of American Indian peoples
- Resolved the Nullification Crisis

Which president is described by the list above? (8.46)

- A. Thomas Jefferson
- B. John Adams
- C. James Monroe
- D. Andrew Jackson

5) Why was it necessary for the Cherokee to sue the state of Georgia in the case Worcester v. Georgia? (8.47)

- A. They wanted to gain suffrage rights.
- B. They were being forced to give up their lands.
- C. They wanted to start the process of statehood.
- D. They were trying to gain new territory.

Lesson 7

Eighth Grade Social Studies Standards-Aligned Learning: Expansion and Division of the Nation

Grade Level Standard(s)	Standards 8.49-8.60
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

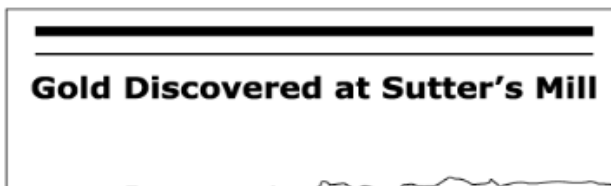
Review: Students can review Chapters 13 and 16 in their textbooks for information about Manifest Destiny and Toward Civil War. To create their own study guide, students may want to define the following key terms from the standards:

- Manifest destiny
- Missouri Compromise of 1820
- Texas War for Independence (causes, David Crockett, Sam Houston, Alamo)
- Reasons for groups moving west (fur traders, Mormons, Oregon Trail, Santa Fe Trail)
- Administration of James K. Polk (annexation of Texas, settlement of the Oregon boundary)
- Causes and consequences of the Mexican War
- Discovery of gold in California and migration of forty-niners and Asian immigrants
- Compromise of 1850 and the Fugitive Slave Act
- Henry Clay as “The Great Compromiser”
- Harriet Beecher Stowe’s Uncle Tom’s Cabin
- Gadsden Purchase of 1853
- Kansas-Nebraska Act of 1854 (rise of Republican Party, “Bleeding Kansas”, Preston Brooks and Charles Sumner, John Brown’s raid at Harper’s Ferry)
- Dred Scott v. Sandford decision
- Arguments of Stephen Douglass and Abraham Lincoln no slavery during the Illinois Senate debates of 1858

Question set:

*1) (8.55)

Read the headline and answer the question.



The event in the headline contributed to

- A. a decline in conflicts with the local tribes.
- B. a rapid rise in the population of California.
- C. an interest in acquiring California from Mexico.
- D. an increase in the total number of slave states.

2) What name was given to the belief that the growth of America should extend from coast to coast? (8.49)

- A. Federalism
- B. Anti-Federalism
- C. Manifest Destiny
- D. Monroe Doctrine

3) What happened in Texas after Mexico gained independence from Spain? (8.51)

- A. Increase in immigration of American settlers in Texas.
- B. Texas seceded from the United States to become its own country.
- C. Texas held an election to formally join the United States.
- D. There was a war over the border of Texas.

4) Study the list and answer the question.

- California joined the Union as a free state.
- Slave trade banned in D.C.
- Utah and New Mexico would vote to decide whether they allow slavery.
- Fugitive slave law passed.

Which of the following is the best title for the legislation described in the list above? (8.56)

- A. Great Compromise
- B. Kansas--Nebraska Act
- C. Compromise of 1820
- D. Compromise of 1850

5) Study the list and answer the question.

- Slavery permitted north of the 36°30' parallel
- Territories decided whether to allow slavery via elections
- Repealed the Missouri Compromise

Which of the following is the best title for the legislation described in the list above? (8.56)

- A. Kansas—Nebraska Act
- B. Compromise of 1820
- C. Compromise of 1850
- D. Embargo Act

Lesson 8

Eighth Grade Social Studies Standards-Aligned Learning: The Civil War

Grade Level Standard(s)	Standards 8.61-8.66
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

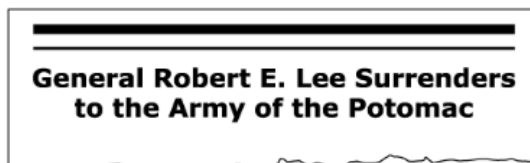
Review: Students can review Chapter 17 in their textbooks for information about the Civil War. To create their own study guide, students may want to define the following key terms from the standards:

- Election of 1860 and its candidates (John Bell, Stephen Douglass, Abraham Lincoln, John Breckinridge)
- Outbreak of the Civil War (roles of President Abraham Lincoln and Jefferson Davis, Fort Sumter, etc.)
- Civil War (First Battle of Bull Run, Battle of Shiloh, Battle of Antietam, Battle of Gettysburg, Battle of Vicksburg, Sherman's March to the Sea, Surrender at Appomattox Court House)
- Role of people in the Civil War: David Farragut, Nathan Bedford Forrest, Ulysses S. Grant, Thomas "Stonewall" Jackson, Robert E. Lee
- Emancipation Proclamation
- Gettysburg Address
- African American involvement in the Union Army
- Massachusetts 54th Regiment and Fort Wagner
- 13th U.S. Colored Troops and Battle of Nashville
- Daily life of the common soldier in the writings of Sam Watkins and Elisha Hunt Rhodes

Question set:

*1) (8.63)

Read the headline and answer the question.



Which individual directly contributed to the event in the headline?

- A. President Jefferson Davis
- B. General Ulysses S. Grant
- C. President Abraham Lincoln
- D. General Nathan B. Forrest

2) What geographic advantage did the Confederacy have compared to the Union? (8.62)

- A. major ports located along the Atlantic Ocean
- B. control over the entire extent of the Mississippi River
- C. mountain ranges that blocked the movement of Union troops
- D. major ports located along the Gulf of Mexico

3) Where did the Confederacy surrender to the Union Army? (8.63)

- A. Vicksburg
- B. Bull Run
- C. Shiloh
- D. Appomattox Court House

4) Which engagement began the Civil war? (8.62)

- A. Attack at Fort Sumter
- B. Battle of Shiloh
- C. Attack at Vicksburg
- D. Battle of Antietam

5) Study the list and answer the question.

- Born in Tennessee in 1801
- Navy Admiral
- Served in the Union armed forces
- Commanded blockade of Southern ports during the Civil War

Who is described by the list above? (8.63)

- A. David Farragut
- B. Thomas "Stonewall" Jackson
- C. Ulysses S. Grant
- D. Robert E. Lee

Lesson 9

Eighth Grade Social Studies Standards-Aligned Learning: Reconstruction

Grade Level Standard(s)	Standards 8.67-8.75
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapter 18 in their textbooks for information about the Reconstruction Era. To create their own study guide, students may want to define the following key terms from the standards:

- Impact of the assassination of President Abraham Lincoln
- Presidency of Andrew Johnson
- 13th, 14th, and 15th Amendments to the U.S. Constitution
- President Abraham Lincoln's Ten Percent Plan
- President Andrew Johnson's Plan for Reconstruction
- Radical Republican Plan for Reconstruction
- Tennessee Constitution of 1870 including voting rights and poll taxes
- Conflict between President Andrew Johnson and the Radical Republicans (veto of the Tenure of Office Act and impeachment of Johnson)
- Restrictions placed on the rights of freemen (racial segregation, black codes, etc.)
- Freedmen's Bureau
- Rise of the Ku Klux Klan
- Governor William Brownlow's administration
- Roles of carpetbaggers and scalawags
- Compromise of 1877 and ending of Radical Reconstruction

Question set:

*1) (8.70)

Read the list and answer the question.

Tennessee Constitutional Convention of 1870

- Restored voting rights to former Confederates
- Weakened the power of the Radical Republicans
- Ended the Reconstruction era in Tennessee

Based on this information, which group most likely had the majority of members in the convention?

- A. conservatives who were interested in rebuilding the economy
- B. former Confederates who were hoping to restore their supremacy
- C. Republicans who were attempting to protect the rights of minorities
- D. civil rights advocates who were focused on election reform

*2) (8.69)

Read the table and answer the question.

Plans for the States in Rebellion to Rejoin the Union

President Lincoln's 10 Percent Plan	Wade-Davis Bill
10 percent of eligible voters need to swear an oath of loyalty to the Union.	50 percent of eligible voters need to swear an oath of loyalty to the Union.
Reestablish state governments that declare an end to slavery.	Reestablish state governments guaranteeing equality to freedmen.
Confederate citizens will receive a full pardon except for the highest Confederate leaders.	Any person who supported the Confederacy could not vote or hold office.

What conclusion can be made concerning these plans?

- A. The 10 Percent Plan proposed a more rapid readmission of states.
- B. Both plans were against voting rights for African Americans.
- C. The Wade-Davis Bill required fewer citizens to take a loyalty oath to the Union.
- D. Each plan required the states to grant equality to freedmen.

3) (8.68)

Read the table and answer the question.

African-American Members of the Tennessee General Assembly 1873 – 1884

Representative Sampson W. Keeble	1873 – 1874
Representative John W. Boyd	1881 – 1884
Representative Thomas A. Sykes	1881 – 1882
Representative Thomas F. Cassels	1881 – 1882
Representative Isham F. Norris	1881 – 1882

Which two factors influenced the election of these representatives?

- A. expanding trade after the Civil War
- B. adoption of new federal tariffs
- C. passage of the 15th Amendment
- D. increasing migration of Exodusters
- E. political involvement following emancipation

4) Study the list and answer the question.

- Poll taxes
- Black codes
- Literacy tests

Which choice creates the best title for the list above? (8.72)

- A. Provisions of the Great Compromise
- B. Policies Implemented by Governor William Brownlow
- C. Strategies to End the Use of Jim Crow Laws
- D. Tactics for Suppressing the Political Power of African Americans

5) Which event began the end of Reconstruction in the South? (8.75)

- A. The passage of the Radical Republican Plan for Reconstruction
- B. The assassination of Abraham Lincoln
- C. The Compromise of 1850
- D. The Compromise of 1877