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The construction and evaluation of an achievement test of factual material in United States history for grade eight.

Hammond, Vance E

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Thesis

THE CONSTRUCTION AND EVALUATION OF AN ACHIEVEMENT TEST OF FACTUAL MATERIAL IN UNITED STATES HISTORY FOR GRADE EIGHT

Submitted by

Vance E. Hammond
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1954
FIRST READER  James F. Baker, Associate Professor of Education

SECOND READER  Stanley P. Wronski, Associate Professor of Education
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER I</th>
<th>INTRODUCTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statement of the problem</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Justification of the study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Scope and limitation</td>
<td>5</td>
</tr>
<tr>
<td>CHAPTER II</td>
<td>CONSTRUCTION OF THE TEST</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Basic objectives for the teaching of a course in United States history for grade eight</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Determination of test form</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Determination of item form</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Determination of item content</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Determination of the length of the test</td>
<td>67</td>
</tr>
<tr>
<td>CHAPTER III</td>
<td>ADMINISTRATION OF THE TEST</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Directions for administering the test</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Directions for scoring the test</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Copy of the test</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Answer key</td>
<td>75</td>
</tr>
<tr>
<td>CHAPTER IV</td>
<td>ANALYSIS OF DATA</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Mean and Standard Deviation</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Item analysis</td>
<td>80</td>
</tr>
<tr>
<td>SUMMARY AND CONCLUSIONS</td>
<td></td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Conclusions</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Recommendations for further study</td>
<td>85</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td></td>
<td>86</td>
</tr>
</tbody>
</table>
TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Statistical Data on Each of the Three</td>
<td>78</td>
</tr>
<tr>
<td>Groups</td>
<td></td>
</tr>
<tr>
<td>II Frequency Distribution of Test Scores</td>
<td>79</td>
</tr>
<tr>
<td>III Item Analysis</td>
<td>82</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

Statement of the problem. The purpose of this study is the construction and evaluation of a test in United States history to measure the retention of basic, factual material as presented in the course for the eighth grade.

Justification of the study. There would appear to be a definite need for a reliable objective test in United States history as taught in grade eight for use at the conclusion of the course that is factual, yet not so much in detail as to render it invalid for use in the average class situation.

While there are numerous standardized achievement tests available that purport to measure the student's knowledge of historical facts at the eighth grade level, as well as at other levels, such tests are usually constructed in batteries of four or more forms, resulting in two hundred or more questions in the test series. Obviously, many of the questions in those tests are of very minor importance. Such tests do not actually measure the student's knowledge of the truly basic facts of United States history.
A disturbing feature of tests that attempt a comprehensive measurement in each form of a series construction is that such tests contain specific questions in certain historical areas that are never taught by the teacher, or explored by the pupils during the course. This is a very natural situation, and is present regardless of the generosity of the program offered by the teacher, or, of the knowledge acquired by the pupils outside the classroom approach through additional investigation and study, because tests of this design will, of necessity, contain a percentage of questions of very, very minor importance. Irving S. Bass, in his thesis, states that "a test, if it is to measure achievement in a particular area, must measure toward those objectives which have been specifically and purposively taught."

Concerning the necessity of testing over material taught

Paul McKee says

A fourth important problem is concerned with the measurement of pupil achievement in spelling. No one can find out what the achievement of pupils in spelling has been during a given week, month, semester, or year by testing on words which the pupils


have not studied. No one can find out how well a teacher has taught spelling by testing her pupils on words she has not taught. Tests composed of words taken from a standardized spelling scale are as a rule invalid for measuring the achievement which pupils make over a period of time. Such tests include words which the teacher, following a basic list in a textbook or course of study, has not taught and which, therefore, the pupil has not studied. To find out the progress made by pupils during a given time, the principal or teacher must test on only those words which the pupils have studied.

Although the preceding paragraph refers to tests in spelling, it would seem logical that the conclusions made apply equally as well to the teaching and testing of United States history in grade eight.

Further emphasis upon the importance of a close relationship between the teaching and the testing is found in the following from Edgar Bruce Wesley and Mary A. Adams

While the act of measurement is a distinct step, it is the result of a purpose. One seldom measures the width of rooms, steps onto a pair of scales, or takes his temperature as a result of mere curiosity. Usually the act of measurement is a mere step in a series of acts, all of which are based upon a purpose and a plan. So it is with measurement in the teaching field.

A second source of justification for this study is exemplified in the ensuing paragraph in which Greene, Jorgensen and Gerberich say


Most of the standardized tests which are now available for history, civics and government, and geography were published some years ago, so that it is largely in the form of a few tests for general social studies and the social studies parts of achievement test batteries that new standardized tests have appeared for this field.

In view of the age of most available history tests for the grade level with which this study is concerned, the construction and evaluation of a new testing vehicle in this field would seem desirable.

The thought is also entertained that an objective test in United States history for grade eight to measure the retention of basic factual material could supplant the informal objective tests made by teachers, which are often hastily constructed, inadequately planned and administered merely as a requirement of the course.

To summarize then, this study would seem to be justified on the basis of the following:

(1) A need for a reliable objective test that would sample the pupil's knowledge of the basic facts in United States history for grade eight that are emphasized in most teacher's presentation of the course.

(2) An awareness that most available history tests in this field were published several years ago.

(3) The desirability of having available an objective test in which the items have been analyzed and their validity estimated.
**Scope and limitation.** The test to be constructed in this study will be designed to cover the curriculum for the school year in grade eight. For this purpose the material to be presented has been divided into eighteen units, or parts. They are as follows:

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT I</td>
<td>Old World Backgrounds of United States History</td>
</tr>
<tr>
<td>UNIT II</td>
<td>Exploration and Colonization</td>
</tr>
<tr>
<td>UNIT III</td>
<td>Growth of England's Control of North America and life in Her Colonies</td>
</tr>
<tr>
<td>UNIT IV</td>
<td>Causes and Conduct of the Revolution</td>
</tr>
<tr>
<td>UNIT V</td>
<td>Building a New Government</td>
</tr>
<tr>
<td>UNIT VI</td>
<td>Washington and Adams Organize the New Government</td>
</tr>
<tr>
<td>UNIT VII</td>
<td>The United States solidifies Her position as a Nation</td>
</tr>
<tr>
<td>UNIT VIII</td>
<td>The Nation Reaches the Pacific</td>
</tr>
<tr>
<td>UNIT IX</td>
<td>Industrial Growth of the Nation</td>
</tr>
<tr>
<td>UNIT X</td>
<td>Events Leading to a Civil War</td>
</tr>
<tr>
<td>UNIT XI</td>
<td>The Civil War</td>
</tr>
<tr>
<td>UNIT XII</td>
<td>Building a Greater Nation</td>
</tr>
<tr>
<td>UNIT XIII</td>
<td>The United States Becomes a Great Power</td>
</tr>
<tr>
<td>UNIT XIV</td>
<td>The Spanish-American War</td>
</tr>
<tr>
<td>UNIT XV</td>
<td>The United States Enters the Twentieth Century</td>
</tr>
<tr>
<td>UNIT XVI</td>
<td>World War I</td>
</tr>
<tr>
<td>UNIT XVII</td>
<td>Depression and Reform</td>
</tr>
<tr>
<td>UNIT XVIII</td>
<td>World War II</td>
</tr>
</tbody>
</table>
The preceding divisions indicate topics commonly taught in grade eight, and are organized in logical, sequential order. Awareness is also present that pupils cannot best grasp a desired understanding of important historical facts without also having some understanding of chronological association. Support of this contention is given by Anderson and Lindquist.

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CHAPTER II

CONSTRUCTION OF THE TEST

The initial step in the construction of the test developed in this study was the examination of several well known and commonly used textbooks in United States history.


After a careful examination of these textbooks to select basic material for a list of fundamental facts to designate as objectives for the teaching of the course, the original test was written. That test contained three sections: first, a true and false type, second, a matching type, and third, a completion type section.

The original test was given to a selected population and completely revised in the form of multiple choice questions after study of the results. The revised test was then presented to a larger population. The results were rather satisfactory, except that certain questions required the pupil to answer on the basis of other information he was presumed to have. The results on such questions were unsatisfactory. Therefore, the test was again revised so that it was completely factual in nature. Hence, the test herewith presented in Chapter III represents the third edition in its development.

Since there must be definite objectives set up for the teaching of a course before a testing program can be justified for the measurement of the retention of the material taught, the following basic objectives were chosen. These specific objectives are historical facts that should be present in every teacher's offerings in the course in United States history for grade eight. Items for the test were chosen from these objectives and sample the various unit areas.
Basic objectives for the teaching of a course in United States history for grade eight:

UNIT I Old World Backgrounds of United States History

1. Several nations, great for their time, rose and fell before Europeans ever knew of our continent.

2. One of those great powers was the Roman Empire which, about two thousand years ago, controlled most of Europe.

3. During the existence of the Roman Empire an especially advanced civilization developed within its borders.

4. Outside of the Roman Empire, the lands of Europe were controlled by tribes of savages called Teutons, who lived by plunder and warfare.

5. When the Roman civilization became "weak" and the government inefficient, the savages invaded the empire and conquered the people.

6. Some of the Teutons were called Angles, some Saxons, some Franks, and others Norsemen and Goths.

7. The Goths conquered the city of Rome; the Franks overran what is now France; the Angles and Saxons crossed over to the islands that are now known as the British Isles, while the Norsemen, also known as Vikings, became bold sailors and explored and settled in Iceland and Greenland. It is thought that they found the shores of North America about 1000, A.D.
8. The Roman civilization disappeared after the downfall of the empire. The thousand years following are known as the "Middle Ages."

9. During the Middle Ages new nations and new nationalities were forming with the joining together of the conquering savages and defeated Romans.

10. The people were divided into three classes during the Middle Ages--nobles, clergy and peasants.

11. The nobles claimed ownership of the land and of the people who lived on it. They built castles and fought wars to hold their land and to gain more. The peasants lived near the castles and farmed the land. The people knew, and cared nothing about other lands away from their homes. Many nobles became kings of new nations as they developed.

12. The clergy (Monks) kept the Christian religion alive. They copied books by hand and maintained some schools. As the wealth of the church increased it grew more and more powerful until it finally became more powerful than the nobles.

13. Toward the end of the Middle Ages many Europeans made crusades to the Holy Land in an effort to take its control away from the Turks.

14. The crusades encouraged Europeans to travel and created a desire to learn more about the world and to own things new to them. Therefore, trade with distant countries began, and some towns grew into great cities.
15. Stories told by Marco Polo and other travelers further encouraged people to venture away from Europe to far away places.

16. The Turks interfered with the overland routes to India. Europeans began efforts to find a new route.

17. Some people, including Prince Henry of Portugal, encouraged sailors to try to reach India by sailing around Africa. However, sailors were afraid of falling off the edge of the world, and of great monsters, so progress was slow. Finally, in 1498, Vasco Da Gama succeeded in sailing around the southern tip of Africa to reach India.

18. Invention of the compass, gunpowder and movable printing type greatly aided exploration and the recording of the discoveries made.

UNIT II Exploration and Colonization of the New World

1. In 1492 Christopher Columbus (Spain) sought a new route to the Far East. He discovered the West Indies, and sailed along the northern coast of South America. He made four expeditions to the New World.

2. In 1493 the Line of Demarkation was established by the Pope. This divided the New World between Spain and Portugal.

3. In 1497 John Cabot (England) sought a new route to the Far East. He discovered the eastern coast of North America and sailed along much of it.
4. In 1499 Americus Vespucius (Spain) sought jewels for Spain. He explored coast of South America. He believed this to be a new world, not India. He wrote of, and made maps of, what he saw. The New World was later named after him.

5. In 1513 Vasco de Balboa (Spain), an adventurer in Panama, discovered the Pacific Ocean.

6. In 1513 Juan Ponce de Leon (Spain) sought the Fountain of Youth, gold and fame. He discovered Florida and found fame.

7. In 1519 Hernando Cortes (Spain) sought gold, and captured Mexico City and conquered the Aztec Indians, the most advanced of all Indians in North America.

8. Ferdinand Magellan (Spain) sought to sail around South America, and if possible, the world. He named the Pacific. He discovered the Philippines, where he met his death. His expedition continued on around the world (1519-1522).

9. In 1524 Giovanni da Verrazano (France) sought passage through the New World. He explored coast of North America.

10. In 1531 Francisco Pizarro (Spain) conquered Indians of western South America, including the Incas, who had developed an advanced civilization.

11. In 1534 Jacques Cartier (France) sought an inland passage. He explored the coast of North America, and discovered the St. Lawrence River.
12. In 1539 Hernando De Soto (Spain) sought gold and to conquer a supposed nation north of the Aztecs. He discovered the Mississippi River in 1541.

13. In 1540 Francisco de Coronado (Spain) sought riches of the fabled cities of the New World. He explored the southwestern part of what is now the United States.

14. In 1577 Sir Francis Drake (England) explored western coast of the Americas and continued on around the world. He was the first Englishman to lead explorations along the western coast and around the world.

15. In 1604 Samuel de Champlain (France) sought to establish colonies. He explored the coast of New England. In 1608 he explored the St. Lawrence and discovered the Great Lakes. He discovered Lake Champlain. He is often called the "Father of New France."

16. In 1609 Henry Hudson (Netherlands) sought the inland passage. He explored the Hudson River. Later, in 1610, when employed by England, he discovered Hudson's Bay.

17. In 1673 Marquette and Joliet (France) sought to find the Mississippi River to the west of New France. They succeeded, and explored the river for many miles.

18. In 1682 Rene Robert La Salle (France) sought to explore the Mississippi River from the Great Lakes region to the mouth of the river. He succeeded.

19. In 1562 the French failed in an attempt to settle in what is now South Carolina.
20. In 1565 St. Augustine, Florida was settled by the Spanish. It is the oldest town in what is now the United States.

21. In 1585 Sir Walter Raleigh attempted to establish the first English colony in the New World at Roanoke Island, in what is now North Carolina. The colony consisted of one hundred men who soon returned to England, taking with them corn, potatoes and tobacco.

22. In 1587 Raleigh made a second attempt to settle a colony at Roanoke Island. This colony disappeared.

23. The Spanish settled Texas, New Mexico and California over an indefinite period of years.

24. In 1607 the first permanent English colony in America was established at Jamestown, Virginia (May). Its success was due largely to the leadership of Captain John Smith, and to the cultivation of tobacco.

25. In 1608 Champlain was successful in attempt to settle a colony in Quebec.

26. In 1614 the Dutch established a colony in New Netherlands (Fort Orange).

27. In 1619 the first women came to the Virginia colony.

28. In 1619 the first law making body in America (House of Burgesses) was established in Virginia.

29. In 1619 slavery was introduced in the Virginia colony.

30. In 1620 the Pilgrims, who had left England to seek religious freedom—first in Holland—landed at Plymouth (Massachusetts) after planning to go to Virginia.
31. New Amsterdam was settled by the Dutch in 1626. It later became New York City.

32. In 1628 the Puritans settled at Salem, Massachusetts, and later at Charlestown, and in 1630 at Boston. The Puritans in America were as severe in forcing their religious ideas upon all as the Church of England had been in England. Therefore, freedom of worship did NOT exist in their colony.

33. In 1632 Jersey was settled by the Dutch and Swedes. The colony was named New Jersey when separated from New York in 1664. It was owned by the Quakers from 1664 to 1702, when it became a separate colony.

34. In 1632 New Hampshire was settled by people from the Puritan colony who sought greater religious freedom. It became a separate colony in 1679.

35. In 1634 Maryland was settled by the second Lord Baltimore. The first colonists were mostly Catholics, but freedom of worship was granted to all.

36. In 1636 Roger Williams and a few companions fled the Puritan colony because of religious differences and founded Providence. That region later became Rhode Island.

37. In 1636 Connecticut was founded by others who disagreed with the Puritan leadership.

38. In 1638 Delaware was founded by the Swedes. It was later taken over by the Dutch, and was given to William Penn in 1681. It became a separate unit in 1776.
39. In 1649 The Act of Toleration was enacted in Maryland, assuring religious freedom to all.

40. In 1663 Carolina was founded. It was later divided into North Carolina and South Carolina. The Indigo plant, tar and turpentine assured its success.

41. In 1664 New Netherlands was captured by the English and became New York.

42. In 1682 William Penn sent a colony to Pennsylvania to establish a haven for the Quakers, and other persecuted peoples.

43. The French settled New Orleans (1718).

44. In 1732, Georgia, last of the English colonies in what became the United States was founded. James Oglethorpe, the founder, lived to see his colony become a part of the United States.

45. The colonists in America came here for various reasons. Each colonist very likely had his individual ideas. Generally speaking, however, the Spanish were especially interested in gold; the French in the fur trade, and the English in establishing homes.

46. The Indians of North America obtained a living in different ways. The Eastern Forest Indians hunted in the forests. On the western plains the Plains Indians roamed about, living on meat from the buffalo herds. In the Pacific Northwest, the Fishing Indians lived mostly on salmon from the rivers. The Pueblos Indians of the southwest farmed the desert.
UNIT III Growth of England's Control of North America and Life in Her Colonies

1. Because English "Sea Dogs" raid Spanish treasure ships, Spain, in 1588, assembled a great fleet, called the Spanish Armada, to crush England. However, Spain was badly defeated. Spain's great power in Europe was ended, and England gained control of the North Atlantic.

2. Rivalry developed between England and France for control of North America. Both desired to control the interior of the continent for the fur trade. Each held an advantage—England had more people here and France had one Governor for all of its territory.

3. Three wars were fought between 1689 and 1748. Neither England nor France succeeded in defeating the other to change the boundaries of its colonies in America.

4. A fourth war, the French and Indian War (1754-1763) was won by England. The Treaty of Paris (1763) gave all of Canada and French controlled areas east of the Mississippi River to England. New Orleans and land west of the Mississippi were given to Spain.

5. Most of the colonists of New England lived on farms that they had cleared from the forest. Generally, they were self-sufficient. Those in the coastal villages turned to fishing and boat building. Some in larger places became merchants.

6. There were many great plantations in the South.
Tobacco in Virginia and indigo and rice in the Carolinas provided a better income for the plantation owners than farming did for the people of New England.

7. In New England, where the people lived near together, the town meeting was developed to govern the people. In the South the people lived far apart on the plantations and the county unit of government was used.

8. The people in all the colonies were largely isolated from one another. The coming of newspapers and better roads brought the colonies nearer together.

9. Generally speaking, fun was frowned upon in New England, but in the South some forms of entertainment were permitted.

10. Early laws were very severe. Stocks, pillory and whipping post were common forms of punishment.

11. New England children went first to the Dame school in a home, then to regular school. They studied, mainly, the Horn Book and the New England Primer. In the South, the wealthy people sent their children to England for an education. Usually, however, education was very limited. The first American colleges were Harvard (1636), William and Mary (1693) and Yale (1701).

12. England enacted the "Navigation Acts" in the 1650's. Under this law all trade between the colonies or between the colonies and other countries had to be carried on English ships, commanded by English officers. (This helped New England ship building.) Other laws compelled the colonists
to buy English made articles, and to sell certain of theirs to England. Laws were made to prevent colonial manufacturing businesses from being established. Although these laws were intended to regulate and tax the colonial trade, they were not well enforced.

13. Servants and laborers came to the colonies under contract to work payment of their passage, after which they were free. These people were called Indentured Servants. Negro slaves were owned in all of the colonies, but slavery did not spread greatly in the North because the climate was unfavorable to the negro.

14. More and more, the colonists and new settlers from Europe pushed into the wilderness to the west. There they were far from their native homes and faced many new problems. They ceased being Englishmen, etc., living in America. They became Americans. They learned to depend only upon themselves. Daniel Boone was one of the most famous of the early pioneers in the wilderness.

15. England's thirteen colonies in America, that later became the United States, were governed in three ways: (A) The "Royal Colonies," in which the Governor was appointed by the English King; (B) the "Proprietary Colonies," in which the Governor was appointed by the owner of the colony; (C) the "Charter Colonies," in which the Governor was chosen by the people. The colonists in all of the colonies elected Assemblies, but these had very little power.
UNIT IV Causes and Conduct of the Revolution

1. England emerged from the French and Indian War a powerful nation, but badly in debt.

2. To obtain money to pay its debts, England decided to enforce the Navigation Acts, and other tax laws, including one to pay for the keeping of an English army in the colonies to protect the latter from the French and Indians.

3. The colonists denied that there was a need for the presence of an English army in the colonies, as the French had been defeated, and the colonists, themselves, had repeatedly defeated the Indians. The colonists believed the real reason England had for sending troops was a desire to enforce the unpopular tax laws.

4. England enacted the Stamp Act, a law requiring the use of stamped paper for all legal papers. The colonists objected because they wished to have a part in managing their own business and enacting their tax laws.

5. The Virginia Resolutions, sponsored by Patrick Henry, condemned the Stamp Tax and stirred opposition to it in other colonies. A Stamp Act Congress was held in New York in 1765, which made formal protest to England. This congress was one of the first steps in the development of democracy in America.

6. As a protest to the Stamp Tax the colonists refused to buy English made goods. English merchants suffered losses, and so objected to the tax, too. Finally, the
merchants forced the English Parliament to repeal the law.

7. England enacted still other tax laws. Some of the colonial assemblies refused to enforce them and were ordered dissolved.

8. Committees of Correspondence were formed in the colonies to exchange ideas and news. These became the centers of activity to defend the rights of the colonists.

9. In March of 1770 some English soldiers fired into a group of colonists, killing many of them. This act is called the Boston Massacre.

10. All objectional tax laws, except one on tea, were finally withdrawn. The Boston Tea Party resulted. For this the port of Boston was closed; the Massachusetts charter was withdrawn; English soldiers accused of crimes in the colonies were taken to England for trial. The punishment of Boston served to unite the colonies to a greater degree.

11. The First Continental Congress was held in 1774. It petitioned the King, George III, explaining the rights of the colonies and of the colonists.

12. Actual fighting began near Boston on April 19, 1775, when a force of English soldiers were sent to destroy war materials that the colonists had stored at Concord. Paul Revere and William Dawes made their famous rides to warn the people and the "Minute Men." The colonists met the English at Lexington and later at Concord. The supplies were destroyed, but the English lost about one-third of their men.
13. Colonial troops built dirt walls on Breed's and Bunker Hills on the night of June 16, 1775. The English marched against these entrenchments the next day. After twice retreating, the English took the hills when the powder supply of the colonists ran low.

14. The Second Continental Congress met in 1775 and was still loyal to the King. They sought only to be left alone and to be given the right to manage their own affairs (the rights of Englishmen).

15. George Washington was selected as Commander of the Colonial (Continental) forces.

16. The colonists made two plans of attack--(A) To drive the English out of Boston, and (B) to capture Canada. The English left Boston when surrounded on all sides except the sea. Generals Arnold and Montgomery failed in the attempt to capture Canada, however.

17. Thomas Paine urged the colonists to cease fighting for the rights of Englishmen and to fight for independence.

18. George III forbade anyone to trade with the colonists and also hired German soldiers to fight in the colonies. This action especially angered the colonists.

19. On June 7, 1776, Richard Henry Lee presented a resolution in Congress saying that the colonies were and ought to be free. This resolution was approved by every member of Congress on July 2, after which Thomas Jefferson wrote the Declaration of Independence. John Hancock was the first to sign (July 4, 1776).
20. Not all of the colonists wanted independence from England. These people were called "Loyalists" or "Tories."

21. The English weakened their offensive by scattering their armies, instead of keeping them in one powerful force. However, the English won most of the early battles.

22. The "Stars and Stripes" was adopted as the national flag on June 14, 1777.

23. The battle of Saratoga, New York, in 1777 was won by the colonial forces and proved to be the turning point in the war.

24. The English captured Philadelphia, the colonial capital, in 1777, but were disappointed that this did not end the war.

25. Lafayette, a French nobleman, came to America to assist the colonies (1777).

26. Baron Von Steuben, a German, trained Washington's army during a winter of great suffering at Valley Forge.

27. When France and Spain sided with the colonies, England was faced with the combined strength of those nations as well as that of the colonies, and offered the colonies the rights they had demanded. However, the colonists were now fighting for independence.

28. George Rogers Clark led a Virginian army into the Northwest Territory (1778-1779) and weakened the English control there.

29. England united its forces at New York, where Washington succeeded in keeping them.
30. General Arnold, smarting from the injustices from Congress planned to surrender West Point. His plan was discovered. Arnold became one of the world's most famous traitors.

31. With the help of some French forces, Washington's army surrounded an English army under command of General Cornwallis at Yorktown, Virginia, and forced its surrender (1781). This ended most of the actual fighting.

32. John Paul Jones became the hero of the little sea fighting of the war.

33. Efforts of the Continental Congress to raise money by taxation were unsuccessful as Congress did not have the power to enforce its demands.

34. The colonies became an independent nation consisting of thirteen loosely united states. The new nation signed a treaty with England in Paris in 1783.

UNIT V Building a New Government

1. During the Revolution, Congress had urged the "states" to establish new governments. By the end of the war all had done so.

2. The new constitutions generally followed patterns of the colonial charters. Governors were chosen by the people, or their representatives, but were given less power than colonial governors had. The new legislatures were composed of two bodies—a Senate and a House of Representatives.
3. A Federal constitution, called the Articles of Confederation, had been approved by all of the "states" between 1777 and 1781 (after all of the "states" that claimed land to the west had given up those claims to satisfy Maryland).

4. The Federal government under the Articles of Confederation was very weak because the first loyalty of the people was to the states; the government had no single individual to lead it; it could not collect taxes that it levied; it could not pay debts of the Revolution; it could not regulate trade with foreign nations or between states; states taxed articles from other states; it could not settle boundary disputes between states; it could not support an army or navy; it had no direct contact with the people.

5. A call for a constitutional convention to make changes in the Articles of Confederation was issued in February, 1787, after attempts to hold a trade conference had failed. George Washington was chosen to serve as president of the convention. Different living conditions in the "states" made agreements difficult. Finally, efforts to improve the Articles of Confederation were given up and the delegates began to write a new constitution.

6. The delegates were faced with two problems in planning for a new government. One, should the states be represented in Congress equally, or on a basis of population, and secondly, should Congress control foreign and internal trade?
A compromise was made providing for a two-body congress (Senate and House of Representatives), with equal representation for each state in the Senate and on basis of population in the House of Representatives. Control of trade was eventually agreed upon.

7. The new government was divided into three branches—Executive, to carry out the laws (president, etc.), Legislative, to make the laws (Congress), and Judicial, to decide disputes (Supreme Court).

8. A president and a vice president were to be chosen in an electoral college, the candidate having the largest number of votes to become president and second highest to become vice president. (The exact procedure was changed later.)

9. A series of checks and balances were provided to prevent any one of the three branches becoming too powerful. The president was given the right to veto laws (refuse to sign laws passed by Congress); Congress was given the power to pass a law over the president's veto, if approved by two thirds of its members; the House of Representatives was given the power to impeach the president (remove from office); the Supreme Court would interpret laws and decide disputes in the law; members of the court were to be appointed for a life term by the president with the approval of the Senate.

10. Certain powers were given to the Federal government—to levy taxes, coin money, maintain an armed force, control certain trade, enact tariff laws (taxes) on imports, and
through the Supreme Court to interpret laws and the meaning of the constitution. All powers not especially given to the federal government were reserved for the states.

11. The constitutional convention, which began its work in May, 1787 finished on September 17, 1787, and referred the new constitution to the states for approval. The absence of any provisions safeguarding individual liberties caused much opposition.

12. The constitution was approved by the states with the understanding that a Bill of Rights would be added when the constitution went into effect. The constitution became effective in March, 1789. The thirteen original states ratified the constitution in the following order: Delaware, 1787 - Pennsylvania, 1787 - New Jersey, 1787 - Georgia, 1788 - South Carolina, 1788 - New Hampshire, 1788 - Virginia, 1788 - New York, 1788 - North Carolina, 1789 - Rhode Island, 1790.

13. The Bill of Rights guaranteed freedom of worship, freedom of assembly, freedom of speech, right to petition the government, protection from unreasonable search, right to know charges if arrested and to have a speedy trial, right to have a trial by jury, right to demand pay for land taken for public use, etc.

UNIT VI Washington and Adams Organize the New Government

1. After the new constitution had been approved by the required number of states, Congress instructed the states to
choose electors for the electoral college, senators, and representatives. The electoral college was to select a president and vice president in February and these officers and the members of Congress were to take office in March.

2. George Washington was chosen as president and John Adams as vice president. Washington received all of the votes for president.

3. New York City was selected as the site (temporary) of the Capital.

4. The new government did not function completely until April 30, 1789, as communication and traveling conditions prevented Washington from arriving sooner.

5. The first meetings of the new Congress were occupied mostly with creating offices to carry out the provisions of the constitution, and in defining the duties of the men appointed to them.

6. The positions of Secretary of State, Secretary of the Treasury, Secretary of War and Attorney General were created, the occupants to be appointed by the president with the approval of the Senate.

7. Washington appointed Thomas Jefferson to be Secretary of State, Alexander Hamilton as Secretary of the Treasury, General Henry Knox as Secretary of War and Edmund Randolph as Attorney General. Washington's habit of calling these men together for advice was the start of the president's cabinet.

8. The details for the organization of the judiciary were decided in 1789 by Congress. Lower courts, as well as the Supreme Court were provided for.
9. Secretary of the Treasury Hamilton faced the problem of establishing the credit of a nation badly in debt. He proposed five measures to do so. (A) The Funding Measure, providing for the payment of debts to soldiers, individuals, other nations, etc., in an orderly manner. (B) The assumption of state debts, providing for the federal government to pay debts that the states had acquired in fighting the Revolution. (C) An excise tax on whiskey, for the purpose of getting money for the treasury. (D) Establishment of a National Bank in which to deposit federal monies, and the establishment of a mint to make coins of gold, silver and copper. While some of these measures met with opposition, Hamilton's program probably saved the nation from ruin.

10. The location of the capital city was changed from New York to Philadelphia for a period of ten years (1790-1800).

11. The first political parties appeared early in Washington's administration. A group under the leadership of Hamilton favored a strong central government, the establishment of the national bank and other measures that were opposed by a group led by Thomas Jefferson who wanted the states to have the greater strength. Hamilton's group became known as Federalists and Jefferson's as Anti-Federalists (soon called Democratic-Republicans).

12. The wide differences of opinion of the American people as to the policies the United States should follow during the French Revolution further widened the gulf between the two political parties.
13. The French expected aid from the United States in 1793 when they were engaged in a war with England. Sympathy developed in America for each nation. American leaders realized, however, that the nation was too weak to engage in a war at that time, even though a treaty agreement required the United States to aid France in event that nation was engaged in war. Also, aiding France might have invited attack from the English in Canada or from the Indians or Spanish.

14. Vermont was the first state to be admitted to the Union (1791) after the original thirteen.

15. John Adams (Federalist) and Thomas Jefferson (Democratic-Republican) were elected as president and vice president in the electoral college in February, 1797, succeeding Washington and Adams who had served two terms. The first weakness in the method of selecting a president and vice president was shown in this election, namely each was from a different political party.

16. French-American relations were strained as a result of the failure of the United States to aid France in its war with England, and further when the United States and England signed the "Jay Treaty." Representatives sent by the United States to France were told that they would have to pay a bribe to French officials before a treaty could be arranged between the two countries. This caused great resentment in the United States. This matter is referred to as the XYZ Affair. American ships were sent to raid French ships.
17. In 1798, Congress passed the Naturalization Act and the Alien and Sedition Acts. The first law made it more difficult for foreigners to become citizens of the United States. The second gave the government the right to deport (send out of the country) undesirable aliens (citizens of another country), and the third made it a crime to criticize the government's officials. This law curbed the right of free speech and was strongly opposed.


UNIT VII The United States Solidifies Its Position as a Nation

1. Thomas Jefferson and Aaron Burr, both Democratic-Republicans, received an equal number of votes in the electoral college in February, 1801. This presented a second weakness in the manner of selecting the president. (Later the 12th Amendment was passed to require electors to vote for president and vice president on separate ballots.) The election of 1801 was thrown into the House of Representatives, where Jefferson was chosen as president and Burr as vice president.

2. The Barbary States in North Africa demanded tribute from United States' ships that passed that area. The Barbary ships were manned by pirates. After a short war the pirates were forced to stop this practice.

3. Another war between France and England began in 1803.
American ships were the chief neutral carriers to both countries. Both nations were angry because the United States traded with the other. The French seized American ships and cargos, while the English impressed American sailors (took them off American ships and forced them to work for them).

4. The Louisiana Territory was purchased from France in 1803 for $15,000,000. New Englanders opposed this purchase because they feared the influence of additional farm states in Congress. Others doubted that Jefferson had a right to buy it.

5. Alexander Hamilton was shot in a duel with Aaron Burr in 1803, after Hamilton had helped defeat Burr for Governor of New York. Burr fled to Louisiana and tried to establish a nation of his own there.

6. The Lewis and Clark expedition explored the northern part of the Louisiana Territory and returned with valuable information about that region.

7. The Embargo Act was passed by Congress in 1807. This law prevented American ships from engaging in trade with foreign countries. Its purpose was to force England and France to respect American rights on the seas through stopping the supplies that were being carried to those countries during their war. Most New England traders were ruined. The law was finally repealed, and others enacted in an effort to accomplish the purpose. All failed.

8. James Madison (Democratic-Republican) was chosen president in the electoral college in February, 1809.
9. The Indian chief, Tecumseh, angered by the advance of the whites into the west tried to form an Indian Confederation to fight them (1810). His confederacy was defeated.

10. Senator Henry Clay demanded the conquest of Canada in 1810, and its addition to the United States.

11. President Madison asked Congress to declare war on England in 1812. The English blockaded the American coast and also burned much of Washington, D.C. Important battles were fought at Plattsburg, New York, (Lake Champlain), at Detroit and at New Orleans. The battle at New Orleans was fought after peace had been declared. The American ship, Constitution (Old Ironsides) became famous in this war.

12. "The Star Spangled Banner" was written by Francis Scott Key while a prisoner on an English warship during an attack on Baltimore.

13. Neither country really won the War of 1812, as the territory of each remained unchanged and impressment of American sailors was not mentioned in the treaty.

14. The War of 1812 helped the people of the United States to think of themselves as one (Americans).

15. James Monroe (Democratic-Republican) was elected president in the electoral college in February, 1817.

16. The Federalist party completely disappeared, and for a few years the Democratic-Republican was the only important one.

17. Spain ceded Florida to the United States in 1819.
18. In 1819, the states that permitted slavery and those that did not were equal in number. When Maine asked to be admitted as a free state, the issue of slavery became bitterly debated in Congress and among the people.

19. The Missouri Compromise, sponsored by Henry Clay in 1820, provided that slavery would be forbidden above and permitted below a line running west from the southern boundary of Missouri (36, 30' north of the Equator). Maine was admitted as a free state and Missouri as a slave state, thus keeping the number equal.

20. Because some European countries wished to see Spain regain her lost colonies in the Americas, and because Russia seemed interested in extending her control southward from Alaska, President Monroe issued a statement of warning, known as the "Monroe Doctrine" in 1823, declaring that foreign nations should not acquire territory in the New World, and that the United States was not interested in Old World affairs.

UNIT VIII The Nation Reaches The Pacific

1. Andrew Jackson (Democrat) received the largest number of votes for president in the electoral college in February, 1825, but failed to receive a majority over John Quincy Adams (National Republican) and other candidates. For the second time the selection was made in the House of Representatives. Partly because of the influence of Henry Clay, John Quincy Adams was elected.
2. Jackson's followers were bitter and began laying plans for his election in 1828-29.

3. Adams was a very good president, but accomplished very little because of the opposition of Jackson's friends in Congress.

4. Jackson easily defeated Adams in the electoral college in February, 1829.

5. Jackson promptly introduced the "spoils system," replacing experienced office holders with his friends. This practice had been used by Governor Martin Van Buren of New York.

6. Senator Daniel Webster became the champion of high tariff laws for the protection of northern manufacturers.

7. Senator John C. Calhoun became the defender of the South in its fight against tariffs.

8. The doctrine of "Nullification" appeared when South Carolina claimed the right to decide for itself if federal laws were constitutional, and if it was decided they were not, to refuse to obey them.

9. One of the great debates in history occurred when Senator Webster, and Senator Hayne of South Carolina argued Nullification and the tariff.

10. Even though he was a Southerner, Jackson was determined to have the tariff law enforced. A law, called the "Force Bill," was enacted to give him greater power to enforce laws.
11. Henry Clay sponsored a compromise tariff law in 1833 that gradually lowered the tariff taxes each year, and avoided a probable conflict between South Carolina and the government.

12. The Second National Bank was discontinued in 1836 because of Jackson's opposition to it. The bank was supported in Congress by Clay and Webster, leaders of the new Whig party.

13. Many important changes were made during Jackson's two terms in office. One provided for political party conventions to select the party candidates for president and vice president. For many years the party members in Congress had selected the nominee to be voted on in the electoral college.

14. Texas won its independence from Mexico in 1836. Sam Houston was elected as president.

15. Martin Van Buren (Democrat) was elected president in the electoral college in February, 1837. The chief event during his term was the Panic of 1837, which caused many people to move to the Oregon Territory to "begin over."

16. William Henry Harrison (Whig) defeated Van Buren in the electoral college of 1841, largely because Van Buren was blamed for the Panic.

17. President Harrison died after a month in office. (He was the first president to die while serving in the office.) Vice President John Tyler, a Democrat elected by the Whigs, became president.
18. Tyler and the Whigs in Congress quarreled during his entire term. During Tyler's term the boundary between Maine and Canada was agreed upon by the United States and England.

19. James K. Polk (Democrat) was elected president in the electoral college in February, 1845.

20. Texas was annexed by the United States in 1845. It became a state.

21. A war began between the United States and Mexico in 1846. Major reasons for the war was a boundary dispute between Texas and Mexico and the anger of Mexico over the annexation of Texas by the United States.

22. The United States won the Mexican War in 1848, acquiring more than 500,000 square miles of land that contained valuable mineral deposits (Mexican Cession).

23. President Polk arranged a treaty with England in 1846 establishing the boundary of the Oregon Territory.

24. The Mormons settled in Utah in 1847. They introduced irrigation in the desert and changed it to good farm land.

25. Many people believed that the United States should extend to the Pacific. This idea was called "Our Manifest Destiny."

26. A convention was held in New York in 1848 at which the delegates demanded that women have equal rights with men (Woman Suffrage).
27. Gold was discovered in California in 1848. This caused a great rush to that region the next year (1849). The gold seekers were called "Forty Niners."

28. Zachary Taylor succeeded President Polk in 1849. (Whig).

29. President Taylor died in 1850. Vice President Millard Fillmore became president.

30. Franklin Pierce (Democrat) was elected president in the electoral college in February, 1853.

31. The United States bought some land from Mexico in 1853 to settle a boundary dispute and to obtain land over which to build a railroad to the Pacific coast. This is known as the Gadsden Purchase.

32. The mountain regions of the west were settled as gold and silver were found there, and as better transportation methods were developed.

33. American literary men began to develop a style of literature that was "American"—that pictured the American way of life rather than European.

UNIT IX Industrial Growth of the Nation

1. In 1787, Captain Robert Gray took a shipload of furs from Oregon to China where they were traded, thus starting trade with that region. He continued on around the world, being the first to take the American flag around the world. Later, in the 1840's fast Clipper Ships were
built to carry on trade with China and other distant countries.

2. Samuel Slater, an Englishman, memorized the measurements and parts of the English cotton manufacturing machinery and came to New England where he built a machine from memory. He opened the first cotton mill in this country in 1790.

3. John Fitch invented a steamboat in 1790 and used it on the Delaware River. Robert Fulton invented one in 1803, which was used on the Hudson River. The use of steamboats spread to other rivers and lakes and greatly improved transportation.

4. Eli Whitney invented the cotton gin in 1793. This invention made cotton growing profitable and slavery much more important in the South.

5. The Embargo of 1807 forbade American trade with foreign nations. This law and the War of 1812 forced Americans to begin the manufacture of needed articles if they were to have them at all.

6. New England soon became the center of cotton manufacture, mainly because of the available water power in the region.

7. Northern manufacturers wanted high tariffs on foreign made articles, after the War of 1812, to protect themselves from foreign competition.

8. The factory system created labor problems. Workers attempted to form unions, but none of these early efforts were successful.
9. The period of extensive invention of machines and the building of mills to put them in is called the "Industrial Revolution."

10. The "National Road" was built by the federal government, 1811-1817. It connected Cumberland, near Baltimore, Maryland and Wheeling, West Virginia on the Ohio River. The road greatly improved transportation means between the east and west.

11. Private companies were organized to build improved roads, called turnpikes or toll roads. A toll, or fee was charged to users.

12. The Erie Canal was built (1817-1825) from Albany on the Hudson to Buffalo on the Great Lakes, further reducing costs of transportation between east and west. Many other canals were built in the 1830's and 1840's.

13. The Baltimore and Ohio Railroad Company was formed in 1827. The invention of steam locomotives in 1829 assured the success of railroads.

14. Cyrus McCormick began the invention of improved farm machinery in the 1830's, greatly changing the method of farming.

15. Samuel F. B. Morse invented the telegraph in 1844. This invention met the need of faster communication created by the growth of railroads.

16. The sewing machine was invented in 1846 by Elias Howe. This invention made cloth manufacture more profitable.
UNIT X  Events Leading to A Civil War

1. California sought admittance to the Union in 1850 as a free state. It needed statehood to maintain law and order. As there were fifteen free and fifteen slave states the issue of slavery was again brought before Congress.

2. Senator Henry Clay sponsored the Compromise of 1850, which contained these five provisions: (A) California was to enter as a free state; (B) new states formed in the territory obtained from Mexico would decide slavery issue for themselves; (C) a Fugitive Slave Law compelled law officers and others to aid the return of runaway slaves to their owners; (D) slavery was abolished in Washington, D. C.; (E) Texas was to give some land to New Mexico. Many people hoped this action would settle the slavery issue.

3. Northerners opposed the Fugitive Slave Law. Several northern states enacted "Personal Liberty Laws" that forbade people to aid the return of escaped slaves.

4. "Underground Railways" aided runaway slaves to reach Canada, concealing the negroes by day and guiding them to another place in the night time.

5. The defeat of the Whigs in the election of 1852 ended the life of that party.

6. The Kansas-Nebraska Act, sponsored by Senator Stephen A. Douglas in 1854 organized the territories of Kansas and Nebraska, and further provided that when they
should become states they should decide the slavery issue for themselves. Under the Missouri Compromise of 1820 these areas were compelled to be free territory.

7. Both Northerners and Southerners rushed to Kansas and Nebraska in an effort to settle the most people there so as to be able to control the vote on slavery when it should be taken.

8. The Republican party was organized in 1854 to oppose the spread of slavery. They nominated John C. Fremont for president in 1856. The Republicans received a large popular vote but James Buchanan (Democrat) was elected in the electoral college in February, 1857.

9. The "Dred Scott Decision" by the Supreme Court in 1857 declared that a slave did not gain freedom if taken into a free state by his owner. This decision actually opened all free territory to slavery.


11. In 1859, John Brown led an attack upon slave owners at Harper's Ferry, Virginia, in an effort to rouse the slaves to rebellion. This effort failed, but caused much bitterness in the South, and found some support in the North.

12. The Democratic Party divided into two groups for the election of 1860 causing the election of Abraham Lincoln, the Republican candidate, in the electoral college in February, 1861.
13. South Carolina withdrew from the Union in December, 1860, without waiting to see what Lincoln's policies would be. Six other southern states soon followed.

14. The seven seceding states formed the Confederate States of America, and elected Jefferson Davis as president.

15. President Lincoln maintained that it was impossible for a state to withdraw from the Union.

16. Civil War began when Southerners demanded that Union soldiers surrender Fort Sumter in South Carolina (April, 1861). After this battle four more states joined the Confederacy.

17. The Confederacy consisted of South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, North Carolina, Tennessee and Arkansas.

UNIT XI The Civil War

1. The Civil War began, not to free the slaves, but because the southern states left the Union.

2. The North had the following advantages over the South: (A) had a factory system; (B) was richer in natural resources; (C) had a larger population; (D) had a better transportation system.

3. The South had these advantages over the North: (A) had the ablest officers; (B) was fighting on familiar ground; (C) had only to hold back the Union forces until the North tired of the war.
4. The greater advantages held by the North determined its eventual victory.

5. The Confederacy quickly drafted men for its army. The Union adopted this method later in the war.

6. The United States obtained much of the money needed from taxation and from borrowing from the people. The Confederacy borrowed at home and abroad, and to a lesser degree from taxation.

7. The North developed a war program in four parts: (A) to blockade the Southern coast; (B) to divide the South by capturing the Mississippi River; (C) to capture the important road, river and rail center of Chattanooga, Tennessee; (D) to capture the Confederate capital of Richmond, Virginia.

8. The early events of the war indicated that it would not be over as soon as many northerners had expected.

9. The first iron-clad ships appeared in 1862 and revolutionized sea warfare, (the battle between the Union "Monitor" and Confederate "Merrimac.") Historians disagree, but most agree the battle was won by the "Monitor."

10. President Lincoln issued the Emancipation Proclamation declaring the slaves in the states that were trying to leave the Union would be free on January 1, 1863. As the United States was not in control of these areas it could not enforce the order and the slaves were not set free.

11. The western part of Virginia had refused to leave the Union with the rest of the state and was admitted as the state of West Virginia in June, 1863.
12. The first important successes for the Union army came in the west with the capture of the Mississippi River and Chattanooga.

13. A Confederate army broke through the Union lines and invaded the North as far as Gettysburg, Pennsylvania.

14. The Confederate army was defeated in the battle of Gettysburg, July, 1863, and retreated to the south. This battle was the turning point in the war.

15. President Lincoln delivered his famous "Gettysburg Address" a few weeks after the battle.

16. General U. S. Grant was appointed Commander-in-Chief of the Union army in the spring of 1864.

17. A Union army under command of General Sherman marched through Georgia to the sea (1864-65) destroying everything of value to the Confederacy, thus weakening the Confederate defense of Richmond.

18. A Union fleet under command of Admiral Farragut captured Mobile, Alabama, in 1864 further restricting use of the ocean by the Confederacy.

19. Lack of supplies forced the Confederate Commander-in-Chief, Robert E. Lee, to abandon Richmond in April, 1865.

20. General Lee surrendered the Confederate army on April 9, 1865, accepting the terms offered by General Grant—that they give up their guns and return home.

21. President Lincoln was shot by John Wilkes Booth, April 14, 1865 while the president was attending Ford's Theatre in Washington, D. C.
22. Andrew Johnson, a Democrat who had been elected by the Republicans as vice president for Lincoln's second term, became president.

23. The major results of the war were: (A) there was a great loss of life on both sides; (B) parts of the South were in ruins; (C) much of the transportation system of the South was destroyed; (C) wealthy southerners lost their fortunes; (E) large areas of the South were left without law and order for some time after the war.

UNIT XII Building a Greater Nation

1. The Civil War had destroyed the plantation system in the South. The plantations were broken up into smaller farms or abandoned altogether.

2. The Negroes, who previously had had their lives planned for them, now became responsible for themselves. They were unprepared for this responsibility. The Freedman's Bureau was established to aid them.

3. Public schools were gradually established to replace the private school set-up, which the war had destroyed.

4. The Federal government was responsible for starting reconstruction in the South, but it was delayed because of disagreement as to whether the Federal government or the southern "states" should direct the work after it was started.

5. President Lincoln, who held no bitterness toward the South had planned that the "states" should direct their rebuilding activities.
6. President Johnson tried to put a plan very much like Lincoln's into effect, but was opposed by Congress.

7. Congress enacted the Reconstruction Act, a plan more severe than Lincoln's, which placed control with the federal government. The South was put under Military control. The right to vote was taken from southern leaders. New state constitutions were to be written. States would be re-admitted to the Union when all requirements were met.

8. The 13th amendment to the constitution was added in 1865 giving all slaves their freedom.

9. The 14th amendment gave citizenship to the Negroes, forbade payment of Confederate debts and restricted rights of certain southerners.

10. The 15th amendment stated that no one could be denied the right to vote because of color, race or religion.

11. The conflict between President Johnson and Congress became very bitter. It resulted in an attempt to impeach (remove from office) the president. The effort failed by only one vote of the necessary two-thirds vote of the Senate membership.

12. The congressional plan for rebuilding the South resulted in positions of power being obtained by Negroes, southern whites who had been disloyal to the Confederacy, called Scalawags, and northern politicians, called Carpetbaggers. Many of these were dishonest and inefficient.

13. Secret societies were formed by Southerners to force
the Negroes, Scalawags and Carpetbaggers out of power. The most famous of these was the K.K.K. (Ku Klux Klan).

14. By 1870 all of the former Confederate states had been re-admitted to the Union.

15. The Negroes, etc., were removed when the states were re-admitted and the region progressed much faster.

16. The South emerged from the reconstruction period with new economic, social, political and educational systems, and has progressed much faster without slavery.

17. Many people moved across the Great Plains to find metals in the mountains beyond.

18. The "Pony Express" and the stagecoach were the earliest means of communication and transportation in the West.

19. Telegraph wires reached the Pacific Coast in 1862.

20. The Homestead Act was enacted in 1862. This law gave 160 acres of western land to any person who would settle upon it and live there for five years (later changed to three years).

21. The Union Pacific Railroad was begun from the east in 1864 and the Central Pacific from the west. They were connected in Utah in 1869.

22. The government gave railroad companies large areas of land along the tracks in the west. The companies sold the land to establish settlements and to get money to lay more rails.
23. "Sportsmen" on the trains going across the plains shot great numbers of buffalo to show their marksmanship.

24. The slaughter of the buffalo brought hunger to the Indians, who to save their food supply fought the whites.

25. Most of the Indian Wars had ceased by 1877. The government adopted a policy of restricting the Indians to reservations.

26. Cattle replaced the buffalo on the plains. The development of the refrigerator car made it possible to send meat long distances and insured the success of cattle raising in the west.

27. Small farmers fenced their lands with wire to keep out the herds of the large ranchers, who found themselves with less and less land for their cattle.

28. Sheepmen also crowded the ranchers. The sheepmen and ranchers fought to control the land.

29. Alaska was purchased from Russia in 1867 for $7,200,000.

UNIT XIII  The United States Becomes a Great Power

1. The building of railroads made possible the use of land and the finding of natural resources previously unknown or impossible to reach.

2. Previous to the Civil War, coal had been the only mineral affecting the lives of the people. After the war great wealth of lead, copper, iron, petroleum, silver, zinc and other minerals were found.
3. The "Bessemer Process" for making steel came into general use and revolutionized the steel industry.

4. The Atlantic cable, connecting the United States and England, was completed in 1866.

5. General U.S. Grant (Republican) was elected president in the electoral college in February, 1869.

6. The United States was awarded $15,500,000 from England in 1871 to pay damages for destruction of American property during the Civil War by the "Alabama," an English built Confederate warship. The importance of this was the willingness of two nations to arbitrate a dispute instead of going to war.

7. A severe panic occurred in 1873.

8. A wave of dishonesty in government and business occurred in the 1870's.


10. Rutherford B. Hayes (Republican) became president in 1877 after a commission had decided that he, and not Samuel Tilden (Democrat), had won the electoral vote in four states. One of Hayes' first acts was to withdraw all Union soldiers from the South.

11. Several severe strikes occurred in 1877 as dissatisfaction grew over long hours and general working conditions. Soldiers were sent to some areas to maintain order.

12. Thomas A. Edison invented the phonograph in 1877.
the electric light in 1879, the electric street car in 1884, and many others in following years to become America's greatest inventor.

13. The development of electrical transportation (street cars and elevators) made the growth of large cities possible by providing transportation outside the center of the city and the erection of tall buildings.

14. The organization of corporations made possible the growth of the United States as a great industrial nation. The corporation provided the start of "big business."

15. Different values of the various types of money caused confusion to merchants and buyers until 1879 when the government agreed to pay gold for paper money if desired.

16. The U. S. Geological Survey was organized in 1879 to acquire a knowledge of the mineral wealth of the nation.

17. James A. Garfield (Republican) became president in 1881. He was shot to death a few months later by a disappointed office seeker.

18. Vice President Chester A. Arthur became president.

19. In 1883 the Pendleton, or Civil Reform Act, was enacted by Congress creating a civil service commission and a merit system for choosing government employees to replace the old spoils system. The law applied to only a few at first but has been steadily expanded.

21. The Pan-American Congress, held in 1883, agreed to arbitrate disputes instead of going to war when disputes arose.

22. Grover Cleveland (Democrat) became president in 1885.

23. A law was enacted in 1886 providing for succession to the presidency if both president and vice president died while in office. This provided that the members of the Cabinet should succeed in the order of their rank (changed later).

24. The American Federation of Labor was formed in 1886 after earlier attempts to form unions had failed.

25. Congress enacted the Interstate Commerce Act in 1887. This law regulated railroads.

26. A law was passed in 1888 preventing Chinese from coming to the United States.

27. Benjamin Harrison (Republican) defeated President Cleveland on the tariff issue, and became president in 1889. The tariff continued to be an important issue in following presidential elections.

28. Congress enacted the Sherman Anti-Trust Act in 1890, which was intended to force large companies to break up into smaller groups to prevent monopolies.

29. In many large cities, men known as political bosses, controlled the city governments. The introduction of the secret ballot about 1890 began the weakening of the power of the boss.

30. Steam and gasoline driven automobiles were invented
in the 1890's by Ford, Olds, Haynes, etc.

31. Former President Cleveland defeated President Harrison in the electoral college in February, 1893.

32. Gold was discovered in Alaska in 1896, resulting in a rush to that region.

33. Another panic occurred in Cleveland's second term, and was partly responsible for the election of William McKinley (Republican) as president in the electoral college in February, 1897.

UNIT XIV The Spanish-American War

1. The Cubans revolted against Spain in 1895.

2. Spain sent an army to Cuba to quell the rebellion, but the Cubans withdrew to the mountains after each attack on the Spanish and avoided defeat.

3. American owners of Cuban sugar plantations suffered great losses because of the rebellion.

4. The United States sent the battleship "Maine" to Havana harbor to protect Americans and American property.

5. The "Maine" was blown up on February 15, 1898. The Spanish were blamed for the act.

6. Congress declared war on Spain on April 25, 1898.

7. Six days after war was declared, Commodore George Dewey in command of a Pacific Fleet attacked a Spanish Fleet in Manila harbor, Philippines, and defeated it without the loss of an American life. An American army later occupied Manila.
8. An American Fleet under command of Admiral William T. Sampson blockaded a Spanish Fleet in Santiago harbor, Cuba, where the Spanish Fleet was later destroyed. Colonel Theodore Roosevelt was the famous leader of the "Rough Riders" in the land fighting.


10. The war ended August 12, 1898, less than four months after the United States had entered it.

11. The treaty of peace gave the United States its first land outside of continental North America.

12. General Leonard Wood became Governor of Cuba and proceeded to clean up the unhealthy conditions there.

13. The Hawaiian Islands were annexed in 1898. Puerto Rico and the Philippines were given to the United States by the treaty.

14. William Howard Taft headed a commission that governed the Philippines for a time.

15. The Hawaiian Islands and Puerto Rico became territories of the United States.

16. The United States gave Cuba its independence in 1902, but retained the right to intervene if necessary. (Gave up all rights in 1934.)

17. Many Americans objected to the United States owning islands, believing it to be undemocratic. Promises of independence for Cuba and the Philippines quieted some of these objections.
18. The power shown by American fighting forces in the war raised the United States to the position of a world power.

UNIT XV The United States Enters The Twentieth Century

1. The Gold Standard Act was passed in 1900. This law based the nation's money on gold. (Repealed in 1934.)
2. President William McKinley was shot by a political radical in the summer of 1901.
3. Vice President Theodore Roosevelt became president.
4. President Roosevelt's ideas differed greatly from those of McKinley. Roosevelt is often called a great "reform" president because of the many changes that were made, or suggested, during his administration.
5. In 1902, Roosevelt forced Germany and Venezuela to arbitrate a dispute.
6. Wisconsin enacted a Direct Primary Law in 1903 providing that party nominees for office be chosen by the people rather than by party conventions. This method has since been adopted by many states.
7. The Wright Brothers flew the first heavier than air machine at Kitty Hawk, North Carolina, December 17, 1903.
8. Many laws regulating business were enacted while Roosevelt was president.
9. Roosevelt was elected to a full term after completing McKinley's term.
10. William Howard Taft became president in 1909.

11. Robert E. Peary (a native of Maine) discovered the North Pole in 1909.

12. While Taft was president, the Republicans divided into two groups of thought, one following the leadership of Taft, the other that of Roosevelt.

13. When the Republicans nominated Taft in 1912, Roosevelt's followers left the party and formed the Progressive Party with Roosevelt as its candidate.

14. Because of the division within the Republican party the Democratic candidate, Woodrow Wilson won the election.

15. The Clayton Anti-Trust Act was enacted while Wilson was president, and many other laws to regulate business, as well.

16. The 16th amendment to the constitution (1913) provided for a federal income tax.

17. The Federal Reserve Act was passed to regulate banks and to improve the banking system.

18. The 17th amendment was added in 1913. This law provided for the election of U. S. Senators by the people.

19. The skyscraper type of building originated in the United States about 1913.

20. The United States bought all claims for a Panama Canal and finished the canal in 1914 (had been begun in 1906).

21. American soldiers were sent to the Mexican border in 1916 because Mexican bandits were raiding certain American towns. The trouble was settled without a war.
UNIT XVI World War I

1. The large nations of Europe had divided into two groups during the first part of the twentieth century. England, France, Russia, and Japan formed one group, and Germany, Austria, Italy, and Turkey formed another. The first group was known as the Allies and the second as the Central Powers. Each group sought to increase its strength because it feared the growing power of the other.

2. The Archduke Francis Ferdinand of Austria was killed in 1914 by a member of a secret society that wanted to return the Serb provinces of Austria to Serbia.

3. Austria accused Serbia of responsibility for the murder of the Archduke, and made certain demands upon Serbia.

4. Although Serbia agreed to most of those demands, Austria was not satisfied and declared war on Serbia, July 28, 1914.

5. Because of treaty obligations, Russia prepared to help Serbia and Germany to help Austria.

6. Germany declared war upon Russia on August 1st, and upon France on August 3rd.

7. Germany struck first at France and in doing so invaded the neutral countries of Belgium and Luxembourg.

8. England demanded that Germany withdraw from the neutral countries. Germany refused, and on August 4th England declared war on Germany.
9. Turkey entered the war on Germany's side and Japan on England's side. Other European nations soon entered on one side or the other.

10. The United States adopted an official position of neutrality.

11. The German army was halted near Paris in September, of 1914. The fighting developed into trench warfare. The line of battle then changed very little until the final drives of the war.

12. Germany used poison gas in 1915, and used submarines against enemy and neutral ships.

13. The English liner, "Lusitania," was sunk by German submarines in 1915 with the loss of over one thousand lives, many of them Americans.


15. American merchant ships were armed in 1917 after Germany announced unrestricted submarine warfare.

16. A revolution occurred in Russia in 1917, and that country withdrew from the war.

17. German submarine attacks upon American ships became common, and Congress declared war on Germany on April 6, 1917.

18. The draft was adopted to obtain men for the army. About five million men were drafted and about two million sent to France.

19. General John J. Pershing was appointed Commander-in-Chief of the American army in Europe. Admiral Sims commanded the American Fleet in European waters.
20. Marshal Ferdinand Foch of France was appointed as Supreme Allied Commander toward the close of the war.

21. New methods of warfare, including airplanes, were introduced during the last battles of the war.


23. Some of the Central Powers surrendered in the early autumn of 1918. Germany signed an armistice on November 11, 1918.

24. Germany was punished for its part in the war by having its colonies in Africa taken away, and was forced to pay large sums of money to the Allied nations. A republic replaced the German Empire.

25. In an effort to secure a lasting peace, most of the nations formed the League of Nations. Although President Wilson was its chief sponsor, Congress under the leadership of Senator Henry Cabot Lodge refused to permit the United States to join. Many people feared that membership in it would draw the United States into foreign wars.

UNIT XVII Depression and Reform

1. The 18th amendment to the constitution became law in 1920. This law prohibited the sale of intoxicating liquors.

2. The 19th amendment also became law in 1920. This gave women the right to vote, hold public office and other legal rights enjoyed by men.
3. Warren G. Harding (Republican) became president in 1921.

4. A disarmament conference was held in Washington, D.C., in 1921-22 for the purpose of reducing the military power of the nations in a further effort to assure peace.

5. Two members of President Harding's cabinet were involved in scandals in the oil industry.

6. President Harding died in 1923 while returning from Alaska. Vice President Calvin Coolidge then became president.

7. The Immigration law of 1924 prohibited further immigration of Japanese into the United States.

8. Charles A. Lindbergh flew a small airplane, the "Spirit of St. Louis," from New York to France in 1927. He became a national hero.

10. American marines were sent to Nicaragua, Central America, in 1927 to protect American property there during a revolution.

11. Television was introduced in 1927.

12. The Kellogg Peace Pact, sponsored by Secretary of State Frank B. Kellogg, was signed by many governments in Paris in 1928. This agreement outlawed war.


14. Herbert Hoover (Republican) was elected president in the electoral college in February, 1929.

15. A world wide depression in business began in 1929, lasting until the Second World War. Great numbers of people were unemployed.
16. President Hoover allowed European nations to omit paying their debts to the United States for one year (1931). All except Finland stopped paying altogether.

17. Franklin D. Roosevelt (Democrat) became president in 1933, having defeated President Hoover whom many blamed for the depression.

18. Many American banks failed when they were closed in 1933.

19. President Roosevelt introduced his "New Deal" policies, sponsoring public works projects in an effort to end the depression.

20. The 21st amendment to the constitution became effective in 1933, repealing the 18th amendment. The 18th amendment is the only one ever repealed.

21. The C.I.O. was organized in 1935 under the leadership of John L. Lewis, and became the second large labor union.

22. President Roosevelt's efforts to have the number of judges on the Supreme Court increased was defeated by Congress.

23. President Roosevelt was elected to a third term in the electoral college in December, 1940 (a constitutional amendment had changed the date for the electoral college to meet). He was the first man to be elected for more than two terms.

UNIT XVIII  World War II

1. Dictators gained control of the governments in Italy
(Mussolini), Germany (Hitler), Spain (Franco) and Russia (Lenin and later Stalin). The army leaders also secured control in Japan.


3. Italian armies invaded the African country of Ethiopia in 1935. That country was conquered and added to the Italian Empire.

4. Failure of the League of Nations to stop Italy's war on Ethiopia ended the influence of that organization.

5. Japan's armies invaded China in 1937, after having conquered Manchuria. (China had been unified by Chiang Kai Shek.)

6. Hitler began, in 1938, reconquering areas in Europe that Germany had lost after World War I.

7. Italy and Germany formed an alliance, known as the Rome-Berlin Axis.

8. German armies invaded Poland on September 1, 1939. Poland surrendered twenty-seven days later.

9. England and France declared war on Germany to help Poland.

10. Germany conquered Norway, Denmark, Holland, Belgium and France in less than a year.

11. England was forced to withdraw its armies from Europe after the fall of France in June, 1940.
12. Germany launched a heavy air attack upon England (called the Battle of Britain) in an effort to quickly defeat that nation, but the English succeeded in wearing down the German air strength.

13. Japan joined the Rome-Berlin Axis in 1940. The alliance then was known as the Triple Alliance.

14. Italy declared war on England in the summer of 1940.

15. Germany conquered several southeastern nations of Europe and forced them to help with the war.

16. Germany attacked Russia in 1941, seeking to control Russian wheat and oil.

17. The United States Congress passed the Lend-Lease Act in 1941. This law provided for the sending of war supplies to the nations fighting Germany.

18. The United States adopted the draft to build a large peace time army.

19. American bombers were sent to England.

20. Japanese bombers attacked Pearl Harbor, Hawaii, on December 7, 1941.

21. The United States declared war on Japan on December 8. Germany and Italy then declared war on the United States (under terms of the Triple Alliance). The United States, in turn declared war on Germany and Italy.

22. Women were admitted to the armed services. Those in the army were called WACS, the Navy WAVES, etc.
23. President Roosevelt, Prime Minister Churchill of England and Premier Stalin of Russia held several meetings to plan the war. They were often called the "Big Three." ("Big Four," when Chiang Kai Shek of China was included.)

24. Germany used submarines extensively against enemy shipping.

25. General Eisenhower was appointed as Supreme Commander of Allied forces in western Europe, and General MacArthur in the Pacific area.


27. Italy was invaded in July, 1943 and surrendered two months later, then changed sides and joined in the war against Germany.


29. President Roosevelt began a fourth term in January, 1945.

30. Germany was invaded in the spring of 1945.

31. President Roosevelt died on April 12, 1945. Vice President Harry S. Truman became president.

32. In the spring of 1945 a conference was held in San Francisco where the United Nations Organization was formed by fifty nations fighting Germany and Japan. Its purpose was to prepare for peace and to prevent future wars.
33. Germany surrendered on May 7, 1945 (called V E Day).

34. General MacArthur's forces in the Pacific steadily recaptured the islands previously conquered by the Japanese. Naval forces under command of Admirals Nimitz and Halsey captured several important islands.

35. Russia declared war on Japan in the summer of 1945.

36. Atomic bombs were dropped on two Japanese cities in August, 1945, hastening the end of the war.

37. Japan surrendered on August 14, 1945 (called V J Day). The surrender terms were signed aboard the battleship "Missouri."
Determination of test form. It was desired to set up a test that would be objective in nature. In this connection, Broom says:

"The purpose of measuring instruments is to yield objective, unbiased, and impersonal evidence concerning something that it is desirable to know."

Kelley states:

"The measurement of information can be done in an objective manner, and certainly should be done."

A test was desired that would sample the pupil's knowledge of the subject, that would not require too long a working period, that would be easy to administer and easy to score.

Determination of item form. Various item forms were considered for the original test, three of which were used. The multiple choice was chosen on the revisions as most desirable in view of the intent of the test. Since such items are of simple construction and familiar to students they are practical for use in all classes.

In reference to the multiple choice item, Morse and McCune say:


The multiple choice form is especially useful for evaluating understanding of concepts and terminology used in the study of history and other social studies.

Greene, Jorgensen and Gerberich state in relation to multiple choice items:

Multiple choice items have come to be the most popular form for standardized testing of recent years, and are increasingly coming into wide use for informal objective testing as well.

Anderson and Lindquist say:

The multiple choice is perhaps the most valuable for social studies testing.

Determination of item content. In order to assist the aim of this study, the items selected for the test are those that receive frequent emphasis by teachers, and it is felt should be by pupils. Items relating to matters of minor importance have not been included.

Determination of the length of the test. Fifty multiple choice items seem sufficient to sample the pupil's knowledge of the really basic facts of United States history. To expand further would result in embracing minor historical situations which this study seeks to avoid.

CHAPTER III

ADMINISTRATION OF THE TEST

For the purpose of this study the test was given to 580 eighth grade pupils. Of this number 471 were students at the Webster Junior High School in the city of Auburn, Maine, and 109 were pupils at the South Junior High School in the city of Waltham, Massachusetts. Both communities are somewhat similar, being of the residential-industrial pattern. The pupils in each school had a varied economic and cultural background. Only three of the eighteen classes tested were designated as "college" groups by the school principals. The remainder were Industrial-Domestic Arts classes.

The test was given in May, toward the conclusion of the course, and was administered to each class, or group, by the writer. The test was duplicated in sufficient quantity so each pupil would have his individual copy. Each pupil was allowed to finish the test.

Directions for administering the test. This test is intended for eighth grade pupils studying United States History. While the directions to the pupils preceding the test itself are intended to be self-explanatory, the teacher
may help eliminate some misunderstanding by calling the directions to the attention of the class. The writer has observed that a few pupils will write the date, when a date is the answer, rather than the choice number.

Directions for scoring the test. Score the test according to the key provided. Fifty is the highest possible score. Unanswered items are counted as wrong. Marks may be assigned according to the marking system in use.
GRADE EIGHT EXAMINATION
UNITED STATES HISTORY

DIRECTIONS: Read the question and the four possible answers very carefully. Select the answer that goes with the question. Put the number that is before the correct answer upon the short blank line at the right of the question, or upon a separate answer sheet, if one is provided by the teacher. Be sure to put the answer number on its proper space at the right.

Sample:

This is a test on (1) South American history (2) European history (3) Cuban history (4) United States history.

1. The Pilgrims established their colony at (1) Jamestown (2) Plymouth (3) New York (4) Boston.

2. The supreme commander of American forces in the Pacific in World War II was (1) General Dolittle (2) Admiral Halsey (3) General MacArthur (4) General Wainwright.

3. The only president to be elected for more than two terms was (1) George Washington (2) Abraham Lincoln (3) Thomas Jefferson (4) Franklin D. Roosevelt.

4. In 1812, the United States engaged in a war with (1) England (2) France (3) Mexico (4) Spain.

5. Alexander Graham Bell invented the (1) electric light (2) sewing machine (3) telephone (4) phonograph.
6. The Catholics established a colony in what is now the state of (1) Pennsylvania (2) Maryland (3) Georgia (4) Massachusetts.

7. The commander of the Continental army in the Revolutionary War was (1) Paul Revere (2) U. S. Grant (3) John J. Pershing (4) George Washington.

8. The United States purchased the Louisiana Territory from (1) France (2) Spain (3) England (4) Mexico.

9. The "Forty Niners" were people who went to (1) Alaska (2) California (3) Texas (4) Florida.

10. A law was passed in 1888 that prevented (1) Negroes (2) Indians (3) Chinese (4) South Americans from entering the United States.

11. In 1898, the United States engaged in a war with (1) Spain (2) Russia (3) the Philippines (4) Germany.

12. The commander in chief of the Confederate army at the close of the Civil War was (1) General Grant (2) General Sherman (3) General Gettysburg (4) General Lee.

13. United States Senators are now elected by (1) state legislatures (2) the people (3) state governors (4) the electoral college.

14. The commander of American forces in Europe in World War I was (1) General Lee (2) General Churchill (3) General Patton (4) General Pershing.

15. A man who built a cotton manufacturing machine from memory was (1) Robert Fulton (2) Samuel Slater (3) Cyrus McCormick (4) Elias Howe.

16. The National Road connected Maryland with the (1) Ohio River (2) Mississippi River (3) Great Lakes (4) Hudson River.

17. The first permanent English colony in America was located at (1) New York City (2) Philadelphia (3) Jamestown (4) St. Augustine.
18. An attempt was made to impeach President (1) Lincoln (2) Washington (3) Wilson (4) Johnson.

19. The "Pony Express" was used as a means of communication in (1) New England (2) the West (3) the South (4) colonial days.

20. Samuel F. B. Morse invented the (1) street car (2) telegraph (3) steamboat (4) bicycle.

21. Hawaii was obtained (1) from Russia (2) by purchase (3) by annexation (4) by invasion.

22. The founder of the colony which became the state of Pennsylvania was (1) Benjamin Franklin (2) Lord Baltimore (3) William Penn (4) Richard Henry Lee.

23. The president of the Confederate States was (1) Jefferson Davis (2) John C. Calhoun (3) "Stonewall Jackson" (4) Andrew Jackson.

24. The commander in chief of the Union army at the close of the Civil War was (1) General Houston (2) General Grant (3) General Sherman (4) General Arnold.

25. The inventor of the cotton gin was (1) Thomas A. Edison (2) John Fitch (3) General Electric Company (4) Eli Whitney.

26. The first really successful labor union was the (1) C.I.O. (2) Knights of Labor (3) American Federation of Labor (4) Labor and Retirement Society.

27. The author of the Declaration of Independence was (1) George Washington (2) Thomas Jefferson (3) Benjamin Franklin (4) John Adams.

28. The battleship "Maine" was blown up (1) in Havana Harbor (2) in Manila Bay (3) in the Panama Canal (4) on the open seas.

29. Alaska was purchased from (1) Russia (2) Japan (3) Canada (4) England.

30. The Mississippi River was discovered by (1) Cabot (2) Champlain (3) DeSoto (4) Columbus.
31. There were (1) eleven (2) twenty-four (3) thirteen (4) forty-eight, states in the original United States. 31.

32. A battleship that became famous in the War of 1812 was the (1) Maine (2) Missouri (3) Monitor (4) Constitution. 32.

33. Sir Walter Raleigh made the first attempt to establish an English colony in America at (1) Philadelphia (2) Roanoke Island (3) Boston (4) Providence. 33.

34. The president of the United States during the Civil War was (1) U. S. Grant (2) Henry Clay (3) Abraham Lincoln (4) Theodore Roosevelt. 34.

35. During the last part of the 1800's a popular issue between the Republicans and Democrats was (1) the tariff (2) civil service reform (3) the income tax (4) settlement of the West. 35.

36. The invention of the cotton gin (1) made slavery unimportant (2) had no influence upon slavery (3) made slavery more important (4) ended slavery. 36.

37. The president who issued the Emancipation Proclamation was (1) Harry Truman (2) James Monroe (3) William McKinley (4) Abraham Lincoln. 37.

38. Ponce de Leon wanted to find the (1) Pacific Ocean (2) Fountain of Youth (3) Great Lakes (4) Hudson River. 38.

39. After coming to America, the Puritans (1) welcomed all faiths (2) were harsh to those having other religious beliefs (3) welcomed only the Quakers (4) excluded only the Catholics. 39.

40. Thomas A. Edison is famous as a great (1) inventor (2) politician (3) poet (4) social reform worker. 40.

41. The oldest college in America is (1) House of Burgesses (2) Columbia (3) Harvard (4) Yale. 41.
42. The commander of all American forces in Europe in World War II was (1) General Patton (2) General MacArthur (3) General Clark (4) General Eisenhower.

43. Slavery was introduced to America in (1) 1585 (2) 1619 (3) 1492 (4) 1600.

44. A tax that the colonists hated was the (1) Stamp Tax (2) land tax (3) poll tax (4) income tax.

45. Colonists who sided with England during the Revolution were called (1) Carpetbaggers (2) Red Coaters (3) Loyalists (4) Scalawags.

46. The man who served as the first vice president of the United States was (1) Thomas Jefferson (2) John Adams (3) Martin Van Buren (4) Theodore Roosevelt.

47. The Pilgrims came to America in the year of (1) 1775 (2) 1607 (3) 1585 (4) 1620.

48. A man who sponsored several compromise laws during the 1800's was (1) Henry Clay (2) Alexander Hamilton (3) William Howard Taft (4) Woodrow Wilson.

49. Our chief enemy in World War I was (1) Japan (2) Russia (3) Germany (4) Serbia.

50. The Revolution began in the year of (1) 1861 (2) 1917 (3) 1812 (4) 1775.
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CHAPTER IV

ANALYSIS OF DATA

The statistical analysis of this instrument is presented in the following pages.

The means, medians, modes, range of scores, and standard deviations are given in the tables and discussed in this chapter. These have been computed and treated in three groups—the entire 580 pupils taking the test, the 471 pupils to whom the test was given at the Webster Junior High School, and the analysis group of 105 pupils at the South Junior High School.

An item analysis was made only from the results of the analysis group of 105 pupils. Inasmuch as the writer taught the classes represented by the 471 pupils at the Webster Junior High School, it was deemed advisable to test another group for this purpose. It is evident, however, from the results and the comparisons made that this was unnecessary, since means, and standard deviations are very similar. The results from the group at the Webster Junior High School are included in this study for all purposes except item analysis, however, for their value in checking the results from the analysis group, or vice versa.
Mean and Standard Deviation. Information concerning the measures of central tendency and variability is presented in the following pages.

It can be seen from the tables that the groups tested are quite similar, as they have means close to 35 and standard deviations in reasonable agreement.
**TABLE I**

STATISTICAL DATA ON EACH OF THE THREE GROUPS

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<th>NUMBER OF PUPILS</th>
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<th>STANDARD DEVIATION</th>
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### TABLE II

**FREQUENCY DISTRIBUTION OF TEST SCORES**

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<tr>
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<td>31</td>
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</tr>
<tr>
<td>31-32</td>
<td>37</td>
<td>30</td>
<td>7</td>
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<tr>
<td>29-30</td>
<td>43</td>
<td>29</td>
<td>14</td>
</tr>
<tr>
<td>27-28</td>
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<td>34</td>
<td>3</td>
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<td>25-26</td>
<td>26</td>
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<tr>
<td>23-24</td>
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<td>21</td>
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</tr>
<tr>
<td>21-22</td>
<td>15</td>
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</tr>
<tr>
<td>19-20</td>
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<td>10</td>
<td>1</td>
</tr>
<tr>
<td>17-18</td>
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</tr>
<tr>
<td>15-16</td>
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<td>11</td>
<td>0</td>
</tr>
<tr>
<td>13-14</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>11-12</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>9-10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7-8</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>580</strong></td>
<td><strong>471</strong></td>
<td><strong>109</strong></td>
</tr>
</tbody>
</table>
Item analysis. Greene, Jorgensen and Gerberich say

The basic function of all measurement is to place individuals along a scale of ability or achievement in approximate accordance with their real differences in ability or achievement. Such a function implies discriminative power on the part of the test. Since tests are made up of separate items, it is clear that each item comprising the test must have this quality in a maximum degree if the total test is to possess it. Discriminative power in a test or a test item means that a different quality or magnitude of response may be expected from individuals or groups possessing the abilities in question in varying degrees. Pupils with limited ability should fail the item more often than should superior pupils.

The procedure employed to accomplish item analysis was the Walker-Cohen Probability Tables for Item Analysis by Means of Sequential Sampling. In reference to these tables Dr. Baker says

Briefly, the sequential sampling process entails (1) scoring items right or wrong, (2) determining the difficulty of the items, and (3) referring the progression of "failures" of the item to discriminate to the probability tables to ascertain whether the item should be accepted or rejected in terms of the likelihood that an obtained pattern of responses would occur by chance.

The 1 percent level of significance was selected as the
determinant of item validity. It is recognized, of course,
that certain of the items rejected at this level would have
been accepted had a more liberal level been used.

In anticipation of achieving item analysis, the 109
papers from the analysis group were arranged in order, from
the highest (a score of 48) down to the lowest (a score of
14). The fifteen highest papers and the fifteen lowest
papers were then employed for the purpose of achieving item
analysis by application of the procedures of the probability
tables.

Table V indicates the acceptance or rejection of each
item through use of the probability tables at the 1 percent
level of significance.
### TABLE III
ITEM ANALYSIS

<table>
<thead>
<tr>
<th>Item number</th>
<th>Item difficulty level</th>
<th>Item difficulty level</th>
<th>Item difficulty level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.83 Rej.</td>
<td>0.77 Acc.</td>
<td>0.35 Rej.</td>
</tr>
<tr>
<td>2</td>
<td>0.90 Rej.</td>
<td>0.83 Rej.</td>
<td>0.36 Acc.</td>
</tr>
<tr>
<td>3</td>
<td>0.90 Rej.</td>
<td>0.97 Rej.</td>
<td>0.37 Acc.</td>
</tr>
<tr>
<td>4</td>
<td>0.67 Acc.</td>
<td>0.30 Acc.</td>
<td>0.38 Acc.</td>
</tr>
<tr>
<td>5</td>
<td>0.97 Rej.</td>
<td>0.87 Rej.</td>
<td>0.39 Acc.</td>
</tr>
<tr>
<td>6</td>
<td>0.73 Acc.</td>
<td>0.93 Rej.</td>
<td>0.40 Acc.</td>
</tr>
<tr>
<td>7</td>
<td>0.70 Acc.</td>
<td>0.70 Acc.</td>
<td>0.41 Acc.</td>
</tr>
<tr>
<td>8</td>
<td>0.97 Rej.</td>
<td>0.90 Acc.</td>
<td>0.42 Acc.</td>
</tr>
<tr>
<td>9</td>
<td>0.93 Rej.</td>
<td>0.40 Acc.</td>
<td>0.43 Acc.</td>
</tr>
<tr>
<td>10</td>
<td>0.10 Rej.</td>
<td>0.87 Rej.</td>
<td>0.44 Acc.</td>
</tr>
<tr>
<td>11</td>
<td>0.60 Acc.</td>
<td>0.37 Acc.</td>
<td>0.45 Acc.</td>
</tr>
<tr>
<td>12</td>
<td>0.90 Rej.</td>
<td>0.60 Acc.</td>
<td>0.46 Acc.</td>
</tr>
<tr>
<td>13</td>
<td>0.80 Rej.</td>
<td>0.70 Acc.</td>
<td>0.47 Acc.</td>
</tr>
<tr>
<td>14</td>
<td>0.33 Acc.</td>
<td>0.80 Acc.</td>
<td>0.49 Acc.</td>
</tr>
<tr>
<td>15</td>
<td>0.67 Rej.</td>
<td>0.53 Acc.</td>
<td>0.49 Acc.</td>
</tr>
<tr>
<td>16</td>
<td>0.50 Rej.</td>
<td>0.67 Acc.</td>
<td>0.50 Acc.</td>
</tr>
<tr>
<td>17</td>
<td>0.87 Rej.</td>
<td>0.83 Acc.</td>
<td>0.57 Acc.</td>
</tr>
</tbody>
</table>

* Percentage estimate of item difficulty.
Reference to Table V, indicating acceptance or rejection of items in the test, reveals a generous number of rejections in the first half of the test. However, in instances in which items are shown to be invalid, only two, numbers 10 and 35 were rejected because of extreme difficulty. All others were rejected because they proved too easy, being marked correctly by most of the pupils in both top and bottom levels of the analysis group.

This situation, in a lesser degree, had been anticipated when the test was constructed. However, the actual number of rejections is disturbing, although this situation is balanced by results from the larger group on 471 pupils who took the test, but whose scores are not considered in the item analysis.

Certain easy, but basic, questions were purposely placed in the first section of the test when it was constructed. The writer has gained the impression that more pupils than are generally realized gain confidence or sense failure according to their ability to cope with the first few questions in a test.
CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. The purpose of this study was to construct and evaluate a test in United States history for grade eight.

The test was intended to be completely factual in nature, and for use with "non-college" groups rather than "college" classes. It was not planned to measure the higher mental processes. The test measures, objectively, knowledge in United States history as offered in grade eight.

The evaluation consisted of obtaining measures of central tendency, validity and an item analysis based on the total test score.

The test was given to 580 pupils, 109 of them from classes not taught by the author. The entire 580 cases were considered for all purposes of evaluation except item analysis. For this purpose the 109 cases, or analysis group was used.

Conclusions. The test provides adequate coverage in respect to the fundamental facts in United States history. It is completely objective in that each item has only one correct answer. The instrument is easily administered and quickly scored. The item analysis showed far too many items
rejected at the 1 percent level of significance in the probability tables used for this purpose.

Recommendations for further study. Listed below are some suggested recommendations for further refinement of this test.

1. An item analysis should be made with results from a much larger group for validation or rejection of those obtained from the analysis group.

2. The scores on this test might be correlated with Intelligence Quotients or with scores on achievement tests available in United States history.

3. The scores on this test might also be correlated with the marks assigned by the teacher over the period of the course.

4. A comparison might be made with results of a test requiring use of the higher mental processes.

5. The items rejected as a result of the item analysis might be reconstructed.


