

**GRADE 8 INTERMEDIATE
SOCIAL STUDIES TEST**

TEST SAMPLER DRAFT

SPRING 2000

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Curriculum, Instruction, and Assessment
Albany, New York 12234

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Assistant Commissioner for Curriculum, Instruction and Assessment

April 2000

To: District Superintendents of Schools
Superintendents of Public and Nonpublic Schools
Principals of Public and Nonpublic Elementary Schools

From: Roseanne DeFabio

Subject: Release of the Grade 8 Intermediate Social Studies Test Sampler Draft

This test sampler for grades 7 and 8 is being released to assist districts in preparing to assess the intermediate social studies standards beginning in June 2001. One copy of this test sampler draft is being distributed to each middle school with the expectation that copies will be made available to all middle school teachers. The sampler includes examples of the types of questions, formats, and scoring rubrics that are being developed for the intermediate social studies test. It is the result of the collaborative efforts of the State Education Department, Erie I BOCES, social studies teachers, and supervisors. Teachers and supervisors have developed and reviewed the test items and scoring rubrics, pretested items with their students, and selected and annotated the samples of student work included in the test sampler. Teachers and supervisors will continue to develop and pretest different types of multiple-choice questions, constructed response questions, and document-based essay questions for future intermediate social studies tests.

We invite you and the members of your staff to provide the Department with feedback on these preliminary materials. A comment sheet is included on the inside back cover of the test sampler so that you may forward your responses to us. The comment sheet may be faxed to (518) 473-4884 or mailed to the address listed below:

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Introduction

The new Grade 8 Intermediate Social Studies Test has been developed to reflect the content and intellectual skills described in the five social studies standards. This new assessment will provide students with multiple opportunities to demonstrate what they know and are able to do. The test will be completed in a single three-hour session. The first administration is scheduled for June 2001.

Items for the new Grade 8 Intermediate Social Studies Test were developed and pretested by a consortium of teachers, supervisors, and administrators from school districts across the State; Erie I BOCES staff; and State Education Department staff. Unlike the Grade 8 Social Studies Program Evaluation Test (PET), there will be no choice. Students must answer 45 multiple-choice items, three to four constructed response questions, and one document-based question. The Grade 8 Intermediate Social Studies Test is like the Grade 5 Elementary Social Studies Test in that it includes multiple-choice questions, constructed response questions, and a document-based question. It is like the commencement-level Regents examinations in that the format for the document-based question and rubric is the same as the Regents examinations.

Components and Weighting of the Grade 8 Intermediate Social Studies Test

ITEM TYPE	NUMBER OF ITEMS	PERCENTAGE OF THE TEST
Multiple-choice	45	50%
Constructed response	3-4	20%
Document-based question	1	30% (10% scaffolding questions 20% - essay)

The new Grade 8 Intermediate Social Studies Test Specifications Grid (see Appendix A) indicates the range of multiple-choice items for each historical era and social studies standard that can be included. Teachers and administrators should review the Grades 7-8 Social Studies: United States and New York State History section of the *Social Studies Resource Guide with Core Curriculum* for further details of what might be asked on the future Grade 8 Intermediate Social Studies Test. Educators should carefully review the content column of the core curriculum. The multiple-choice items have been designed to assess students' understanding of this content and their ability to apply content understanding to the interpretation and analysis of graphs, cartoons, maps, charts, diagrams, etc.

The social studies intellectual skills are taken from the intermediate-level performance indicators found in the *Learning Standards for Social Studies*. Students will apply these skills to the document-based question included on this test. Document-based questions require students to identify and explore multiple perspectives on events or issues by examining, analyzing, and evaluating textual and visual primary and secondary documents.

Constructed response items, the scaffolded portion of the document-based question, and the essay will be scored holistically using clearly defined criteria described in scoring rubrics. Following guidelines designed to produce reliable scores, trained teachers will score the test in their districts.

In accordance with Commissioner's Regulations 100.2, students who score below the State designated performance level on the Grade 8 Intermediate Social Studies Test must be provided academic intervention services (AIS) by the start of the 2001-2002 school year. The designated performance level will be established by a recognized standard-setting process.

Test modifications must be consistently provided to students with disabilities when it is determined that such accommodations are necessary. These modifications must be documented in either an Individualized Education Plan (IEP) or in a Section 504 Accommodation Plan. All of the State social studies assessments are being developed by both special and general educators to ensure that they are appropriate for students with disabilities.

The tasks in the sampler may be administered in the classroom to help teachers plan for instruction. Sometime before taking the sample test, students should be introduced to the test format and the scoring guidelines. Complete training sets of student papers plus commentaries will be available to guide scoring. Teachers are encouraged to use the scoring rubrics, sample student papers, and commentaries in this document for practice in scoring student papers.

In analyzing of student results on the Grade 8 Intermediate Social Studies Test for curriculum planning and for academic intervention services, teachers and administrators may want to address the following questions:

- Is your intermediate social studies curriculum in alignment with the State learning standards for social studies as described in the 7-8 core curriculum?
- On which components did students seem to be most successful? least successful?
- To what extent did students follow the directions included with each question type?
- To what extent did students use the scaffolded portion of the document-based question to properly respond to the larger questions presented in the document-based essay?
- What learning experiences do students need to perform well in order to answer each question?
- What opportunities do K-12 students have to engage in a social studies instructional program that includes writing in the content area, using documents of all kinds, and engaging in activities requiring higher-order thinking skills?

Students will benefit from multiple opportunities to answer constructed response and document-based questions. Constructed response and document-based questions incorporate skills that are authentic to the social sciences. The use of constructed response items and document-based questions in the classroom reflect good instructional practice. Test-taking strategies can be taught; students who have been trained in the skills needed to write a document-based essay are likely to score better.

PART I: MULTIPLE-CHOICE

Directions (1–45):

Each question is followed by four choices. Read each question carefully. Decide which choice is the correct answer. Mark your answer on the separate answer sheet by filling in the circle that has the same letter as the answer you have chosen. Use pencil to mark your answer sheet.

- 1 Which source would provide an archaeologist with a primary source of information about pre-Columbian Indians who settled in New York?
 - 1 an article about the Iroquois in an encyclopedia
 - 2 an interview with a historian who specializes in early American cultures
 - 3 artifacts left by the Iroquois
 - 4 a social studies textbook

- 2 An important accomplishment of the Iroquois Confederacy was the
 - 1 establishment of a political union of member nations
 - 2 adoption of a two-house legislature
 - 3 selection of a women to be Chief
 - 4 development of a trading partnership with the Algonquins

- 3 One reason why groups of Native American Indians often developed different cultures was that each group
 - 1 came to America from other parts of the world
 - 2 adapted to its environment in a different way
 - 3 had to follow written traditions
 - 4 wanted to be distinct from other groups

- 4 Which is a **primary source** for evidence that Columbus sailed to find a new route to the Indies in 1492?
 - 1 a television show about the explorations of Columbus
 - 2 a letter from the current ambassador from Spain describing the voyage
 - 3 a painting showing Columbus landing in the New World
 - 4 a diary entry written by a crew member aboard Columbus' ship

- 5 During the period 1700 to 1770, the American colonial population increased from about 250,000 people to over 2,000,000. This growth of colonial society was mainly due to
 - 1 changes in the birthrate among the colonists
 - 2 a sharp reduction of the colonial death rate
 - 3 increased immigration from Europe
 - 4 a rapid increase in the slave trade in the northern colonies

- 6 Early colonists in North America tended to settle near rivers mainly because these areas provided
 - 1 resources suitable for agriculture
 - 2 water power for factories
 - 3 protection from enemies
 - 4 popular camping sites

7 Which statement identifies an outcome of the Treaty of Paris (1763) that ended the French and Indian War?

- 1 Canada became a colony of Spain.
- 2 The Dutch gave up New Netherland to England.
- 3 France lost most of its colonies in North America.
- 4 Americans won their independence from the British.

8 In colonial America, an aim of British mercantile policy was to force American merchants to

- 1 sell more raw materials to countries other than England
- 2 provide raw materials to England only
- 3 compete with England for overseas markets
- 4 produce all their own manufactured goods

9 “Many of the [colonial] storekeepers couldn’t give away any of the British goods on the stores’ shelves. It was as if the colonists had agreed to not buy any English products.”

Which economic idea is described in this passage?

- 1 boycott
- 2 tariff
- 3 duty
- 4 strike

Base your answer to question 10 on the speakers’ statements below and on your knowledge of social studies.

Speaker A: “I would have hanged my brother if he took part with our enemy in this country,” said patriot Sam Adams.

Speaker B: Bodies were then piled in the carts and hauled through the streets. The loyalists laughed and hooted as they saw these carts go by. “There goes another load of rebels,” they would say.

10 Based on these statements, which conclusion can best be drawn about the colonists’ support for independence from England?

- 1 Patriots received better treatment than loyalists received.
- 2 Patriots and loyalists both wanted to end British rule of the colonies.
- 3 All American colonists favored independence from England.
- 4 The issue of independence from England caused sharp differences among the American colonists.

11 A basic idea stated by Thomas Jefferson in the Declaration of Independence is that

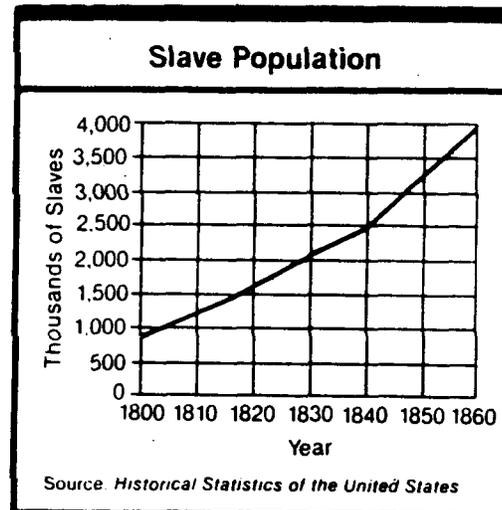
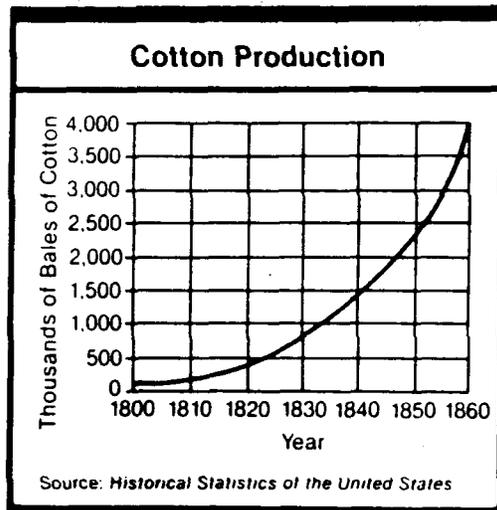
- 1 the power to govern a nation comes from the people
- 2 people should always follow their government
- 3 America must have a constitutional convention
- 4 slavery must end in America

- 12 A major argument *against* ratification of the United States Constitution in 1787 was that it
- 1 gave too much power to state governments
 - 2 was not based on compromises
 - 3 did not contain a bill of rights
 - 4 established a legislative branch of government
- 13 The dispute over representation in Congress between large and small states was settled in the United States Constitution by
- 1 adopting the Three-Fifths Compromise
 - 2 establishing the reserved powers
 - 3 creating a two-house legislature
 - 4 forming the electoral college
- 14 The United States Constitution established a government based on the basic concepts of separation of powers and checks and balances. The authors of the Constitution included these two concepts because they
- 1 give most of the power to the executive branch
 - 2 continue concepts from the Articles of Confederation
 - 3 ensure that government branches would operate without disagreement
 - 4 prevent any one branch of government from becoming too powerful
- 15 The elastic clause and the amending procedure in the United States Constitution have often been used to
- 1 allow the government to adjust to changing times
 - 2 give more power to the President
 - 3 limit the role of minorities in government
 - 4 limit democracy in the United States
- 16 The New York State Assembly is most similar to the
- 1 British Parliament
 - 2 United States Senate
 - 3 United States House of Representatives
 - 4 Canadian House of Lords
- 17 In preindustrial New York State, yearly agricultural activities were organized mainly around
- 1 major patriotic holidays
 - 2 celebrations of peace and war
 - 3 cycles of work and rest
 - 4 periods determined by nature
- 18 The Seneca Falls Convention of 1848 was called to focus attention on
- 1 women's rights
 - 2 slavery
 - 3 public education
 - 4 the abuse of alcohol

19 Which author's work gave support to the Abolitionist movement before the Civil War?

- 1 Upton Sinclair's *The Jungle*
- 2 Margaret Mitchell's *Gone With the Wind*
- 3 Booker T. Washington's *Up From Slavery*
- 4 Harriet Beecher Stowe's *Uncle Tom's Cabin*

Base your answer to question 20 on the graphs below and on your knowledge of social studies.



20 What was the relationship between cotton production and the slave population?

- 1 To produce more cotton, more slaves were needed.
- 2 An increase in the slave population resulted in a decrease in cotton production.
- 3 To produce more cotton, fewer slaves were needed.
- 4 Cotton production had little effect on the slave population.

21 As a result of Abraham Lincoln's election as President in 1860, several Southern states called for

- 1 another vote by the electoral college
- 2 the House of Representatives to choose a President
- 3 secession from the Union
- 4 a constitutional amendment ending slavery

22 President Abraham Lincoln's main goal throughout the Civil War was to

- 1 abolish slavery throughout the nation
- 2 preserve the Union
- 3 break the South's dependence on cotton
- 4 end British control of the western territories

- 23 Which statement best describes the political situation of African Americans in the South after Reconstruction ended in 1877?
- 1 They gained more seats in state legislatures.
 - 2 They lost interest in politics and government.
 - 3 They formed political parties, which became strong and influential.
 - 4 They lost political power because of restrictions on voting rights.
- 24 The completion of the transcontinental railroad in 1869 contributed to the settlement of which United States region?
- 1 Northeast
 - 2 West
 - 3 South
 - 4 Southeast
- 25 In the late 1800's, the increase in the number of tenement buildings resulted directly from the
- 1 rapid growth of urban populations
 - 2 need for health care facilities
 - 3 increased federal aid for housing
 - 4 changing role of women in the home
- 26 Which development was a result of the other three?
- 1 young children working in factories
 - 2 unsafe working conditions
 - 3 the growth of labor unions
 - 4 a twelve-hour day
- 27 Which statement best describes United States economic history during the period 1865 to 1900?
- 1 Industrialization increased at a rapid rate.
 - 2 Factories imported most of their raw materials.
 - 3 The lack of immigration tended to decrease industrial production.
 - 4 American industrial technology was hindered by the Civil War.
- 28 Corporations, stocks, and trusts are most closely connected with the
- 1 rise of big business
 - 2 development of the factory system
 - 3 formation of labor unions
 - 4 invention of the automobile
- 29 The idea of manifest destiny meant that
- 1 Native American Indians had an equal claim to the lands of the West
 - 2 slavery should be allowed in the West
 - 3 no more European colonies would be allowed in the Americas
 - 4 the United States had the right to expand to the Pacific Ocean

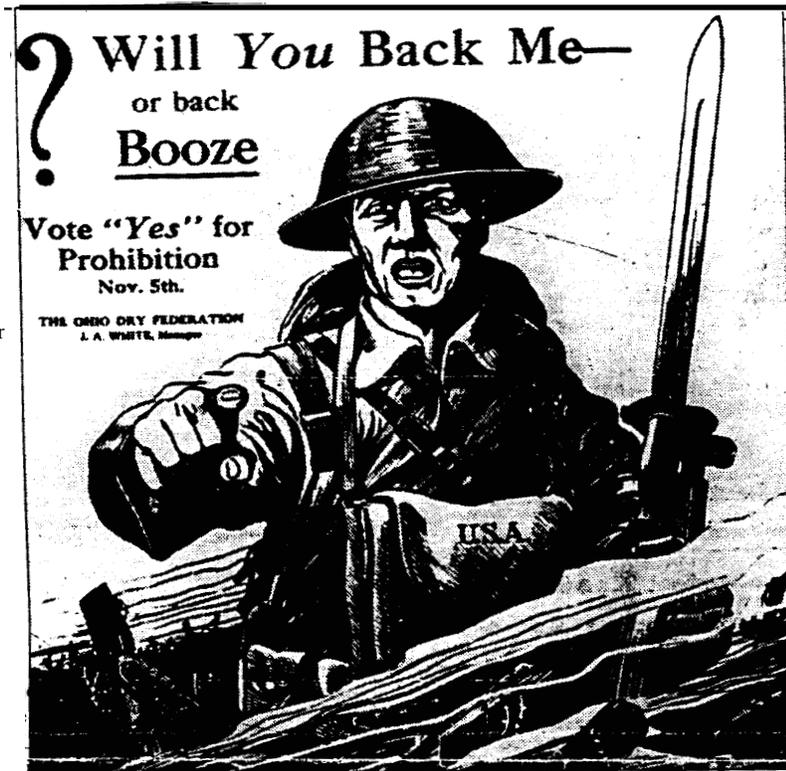
30 Which development in Europe was a result of the other three?

- 1 growth of intense nationalism
- 2 outbreak of World War I
- 3 power struggles between nations
- 4 formation of alliances

Base your answer to question 31 on the poster below and on your knowledge of social studies.

THE OHIO DRY
FEDERATION

J.A. WHITE, Manager



—Poster Illustration
from *Organization for
Prohibition*

31 What is the main idea of this poster?

- 1 Prohibition was a major goal for the United States during World War I.
- 2 Patriotic appeals were used to gain support for the Prohibition movement.
- 3 Many soldiers in the United States military had a drinking problem.
- 4 Trench warfare on the western front led to large casualty and death rates.

32 Many Americans were opposed to the United States joining the League of Nations because they believed that the

- 1 dues the United States would pay would be too costly
- 2 League of Nations would not be based on democratic principles
- 3 League of Nations would allow Germany to join
- 4 United States might become involved in another European war

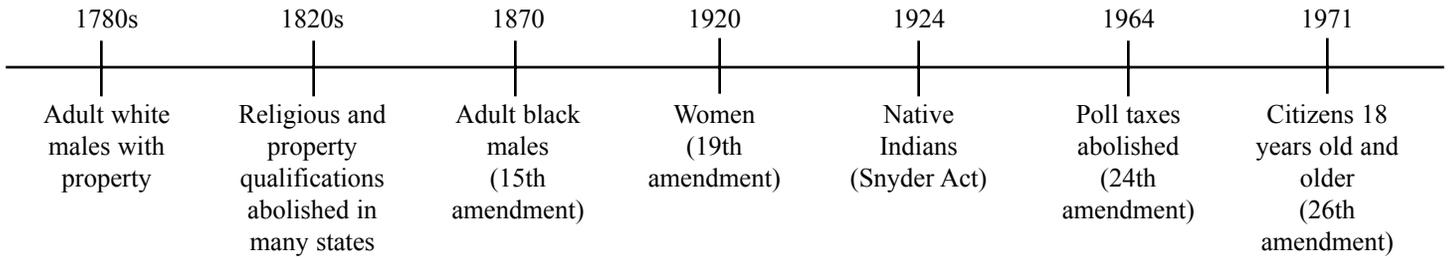
33 Which event is credited with starting the Great Depression?

- 1 election of Franklin D. Roosevelt as President
- 2 stock market crash
- 3 the Senate's failure to ratify the Treaty of Versailles
- 4 adoption of the New Deal

- 34 According to the law of supply and demand, farmers will obtain the highest price for their products when
- 1 both supply and demand are high
 - 2 both supply and demand are low
 - 3 supply is high and demand is low
 - 4 supply is low and demand is high
- 35 The New Deal period in American history is associated with the idea that
- 1 people are responsible for their own success or failure
 - 2 churches and charities do the best job of helping the poor
 - 3 government must take responsibility for helping those in need
 - 4 local governments are best equipped to take care of their own citizens
- 36 Which event caused Britain and France to declare war on Germany in 1939?
- 1 signing the Munich Settlement
 - 2 invasion of Poland
 - 3 alliance with the Soviet Union
 - 4 bombing of London
- 37 European Jews and other groups were killed in large numbers by Nazi Germany during World War II. Which term refers to this situation?
- 1 appeasement
 - 2 blitzkrieg
 - 3 containment
 - 4 Holocaust
- 38 During the Cold War, the United States used the policy of containment to limit the spread of
- 1 parliamentary democracy
 - 2 absolute monarchy
 - 3 communism
 - 4 fascism
- 39 One reason many Americans opposed United States involvement in the war in Vietnam was that
- 1 communism should be allowed to spread in Asia
 - 2 the conflict was considered a civil war and did not concern the United States
 - 3 the conflict should be resolved by the Soviet Union
 - 4 the war was causing problems for Europe
- 40 The *Brown v. Board of Education* decision, the Montgomery bus boycott, and the 1963 March on Washington were all efforts to
- 1 protect freedom of speech as guaranteed by the Bill of Rights
 - 2 guarantee civil rights to all citizens of the United States
 - 3 promote economic reform
 - 4 end the persecution of the McCarthy Era

Base your answer to question 41 on the timeline below and on your knowledge of social studies.

WHO COULD VOTE WHEN



41 Which statement is supported by the information in the timeline?

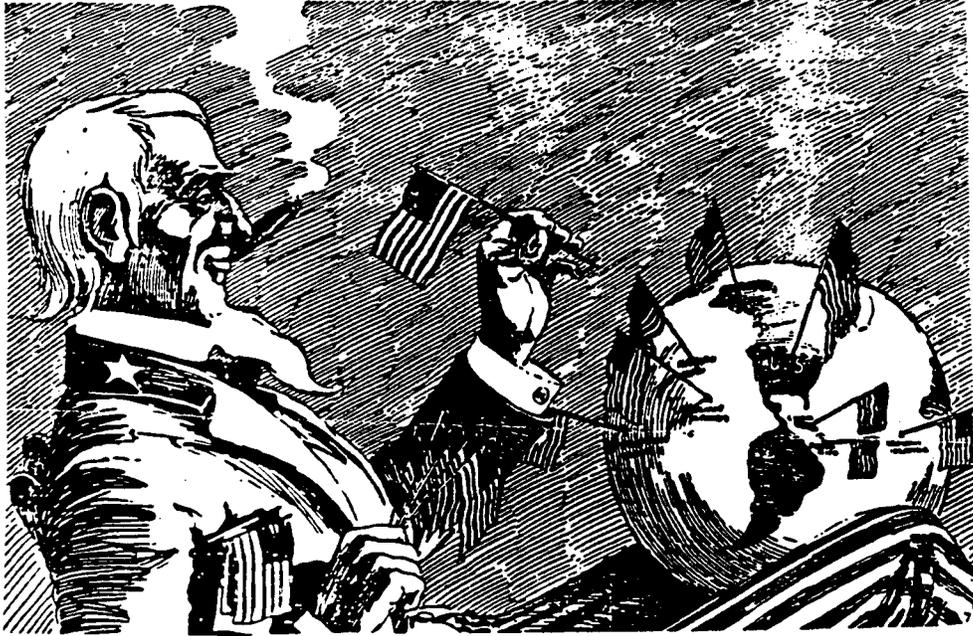
- 1 All Americans have had the right to vote since the nation was established.
- 2 Very few Americans who have the right to vote do so in national elections.
- 3 The right to vote has been gradually extended.
- 4 Voters today make wiser choices about political candidates.

42 “Although women gained the right to vote in 1920, it wasn’t until 1984 that former Congresswoman Geraldine Ferraro became the first woman to run for Vice President of the United States.”

The author of this statement is probably trying to point out that

- 1 women were not allowed to seek a high office before the 1980’s
- 2 the attitudes of the American people are difficult to change
- 3 before 1984 women did not want to be Vice President
- 4 before 1984 few women had experience in Congress

Base your answer to question 43 on the cartoon below and on your knowledge of social studies.



Uncle Sam: "By Gum, I Rather Like Your Looks"
Denver Rocky Mountain News, 1900

- 43 This political cartoon best illustrates the concept of
- 1 secession
 - 2 Prohibition
 - 3 imperialism
 - 4 communism
-
- 44 Sectionalism in the United States contributed most to the start of the
- 1 labor union movement
 - 2 Great Depression
 - 3 Industrial Revolution
 - 4 Civil War
- 45 The terms *deficit spending*, *creditor nation status*, and *trade imbalance* refer to
- 1 social problems
 - 2 economic problems
 - 3 racial problems
 - 4 environmental problems

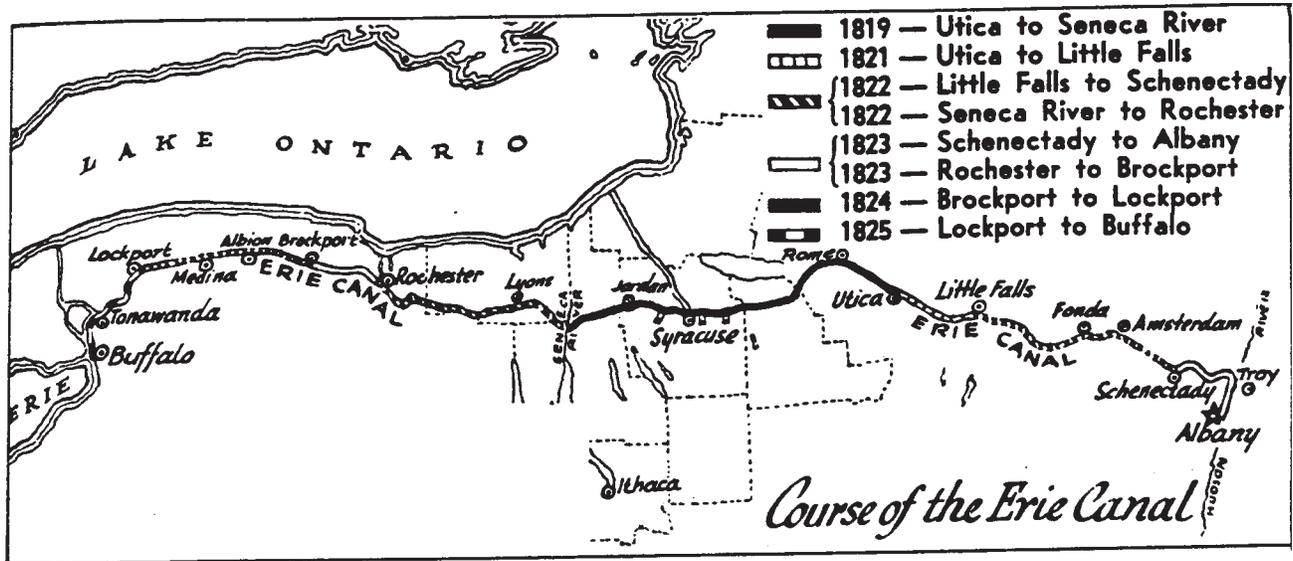
PART II: CONSTRUCTED RESPONSE ITEMS

Directions (1–15):

For each question, write your answer in the space provided in the test booklet. You may use either pen or pencil to write your answers. If you want to change an answer, cross out or erase your original response. You may not know the answers to some of the questions, but do the best you can on each one.

I. Base your answers to questions 1 through 3 on the map below and on your knowledge of social studies.

Building of the Erie Canal



1 What is the subject of the map? _____ [1]

2 What was the first year that goods could be shipped between Albany and Buffalo on the Erie Canal?
_____ [1]

3 What is one major impact of the Erie Canal on the growth of the United States?
_____ [2]

II. Base your answers to questions 4 through 6 on the poster below, which was published shortly after the Fugitive Slave Act of 1850 was passed, and on your knowledge of social studies.

CAUTION!!
COLORED PEOPLE
OF BOSTON, ONE & ALL,
You are hereby respectfully CAUTIONED and
advised, to avoid conversing with the
Watchmen and Police Officers
of Boston,
For since the recent **ORDER OF THE MAYOR &**
ALDERMEN, they are empowered to act as
KIDNAPPERS
AND
Slave Catchers,
And they have already been actually employed in
KIDNAPPING, CATCHING, AND KEEPING
SLAVES. Therefore, if you value your **LIBERTY,**
and the *Welfare of the Fugitives among you,* Show
them in every possible manner, as so many **HOUNDS**
on the track of the most unfortunate of your race.
Keep a Sharp Look Out for
KIDNAPPERS, and have
TOP EYE open.
APRIL 24, 1851.

4 Which group of people is being warned by this poster?

_____ [1]

5 Why are these people being warned?

_____ [2]

6 What group was most likely responsible for publishing this poster?

_____ [1]

III. Base your answers to questions 7 through 11 on the telegram below and on your knowledge of social studies.

CLASS OF SERVICE
This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable symbol above or preceding the address.

WESTERN UNION

1201

SYMBOLS
DL=Day Letter
NT=Overnight Telegram
LC=Deferred Cable
NLT=Cable Night Letter
Ship Radiogram

A. N. WILLIAMS
PRESIDENT

NEWCOMB CARLTON
CHAIRMAN OF THE BOARD

J. C. WILLEVER
FIRST VICE-PRESIDENT

The filing time shown in the date line on telegrams and day letters is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination

H8N H 37 NT 5 EXA

QR NEWYORK DEC 7 1941

HIS EXCELLENCY THE PRESIDENT OF THE U.S.

WASHDC

WE THE AMERICAN CITIZENS OF JAPANESE DESCENT OF NEWYORKCITY AND VICINITY JOIN ALL AMERICANS IN CONDEMNING JAPANESE AGGRESSION AGAINST OUR COUNTRY AND SUPPORT ALL MEASURES TAKEN FOR THE DEFENSE OF THE NATION.

Gentlemen
X TOZAI CLUB OF NEWYORK, 323 WEST 108 ST NEWYORKCITY

444AM

197-A

1 PP 7
200 - Support
"A"

THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

- 7 What group sent this telegram to the President? _____ [1]
- 8 To which United States President was this telegram sent? _____ [1]
- 9 What major event happened on the day the telegram was sent? _____ [1]
- 10 Why would those who sent the telegram be concerned about something Japan did to the United States? _____ [1]
- 11 Why did those who sent the telegram have reason to worry? _____ [1]

IV. Base your answers to questions 12 through 15 on the chart below.

**Annual Earnings, by Education Attainment, Sex, Race, and Hispanic Origin,
1992**

Source: Bureau of the Census, U.S. Dept. of Commerce

AVERAGES PER PERSON

Characteristic	Total	Not a high school graduate	High school graduate	Four-year college degree	Advanced degree
Total	\$23,277	\$12,809	\$18,737	\$32,629	\$48,653
Male	28,448	14,934	22,978	40,039	58,324
Female	17,145	9,311	14,128	23,991	33,814
White	23,932	13,193	19,265	33,092	49,346
Black	17,416	11,077	15,260	27,457	39,088
Hispanic origin (1)	16,824	11,836	16,714	28,260	41,297
(1) May be of any race					

12 What is the source of this chart?

[1]

13 According to the chart, which group at which level of education was paid the lowest average annual earning?

[2]

14 What does this chart show about the annual earnings of males and females in the United States population in 1992?

[1]

15 State one generalization about the relationship between level of education and level of income for the total number of Americans in 1992.

[2]

PART III: DOCUMENT-BASED QUESTION
PART B — ESSAY
GENERIC SCORING RUBRIC

5

- Thoroughly addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

4

- Addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

3

- Addresses most aspects of the *Task* or addresses all aspects of the *Task* in a limited way, using some of the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the *Task* or *Historical Context* and concludes by simply repeating the theme or problem

2

- Attempts to address some aspects of the *Task*, making limited use of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details; discussion restates contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

1

- Shows limited understanding of the *Task* with vague, unclear references to the documents
- Presents no relevant outside information
- Includes little or no accurate or relevant facts, details, or examples
- Attempts to complete the *Task*, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

0

- Fails to address the *Task*, is illegible, or is a blank paper

PART III: DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1-7). Some of the documents have been edited for the purpose of the question. The question is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the context of each document and any point of view that may be presented in the document.

Directions: This document-based question consists of two parts. Be sure to put the booklet number at the top of each page. Use black or dark ink to answer the question.

Historical Context: In the second half of the 19th century, the United States became an increasingly mobile society. An example of this mobility is the settlement of the West by easterners. For many Americans, the movement westward brought new economic opportunities, but for others it meant conflict and the end of a way of life.

Task: Using information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to:

- Identify and discuss *two* reasons settlers moved westward.
- Describe the impact of railroads on the West.
- Explain the impact of this westward movement on the lives of Native American Indians.

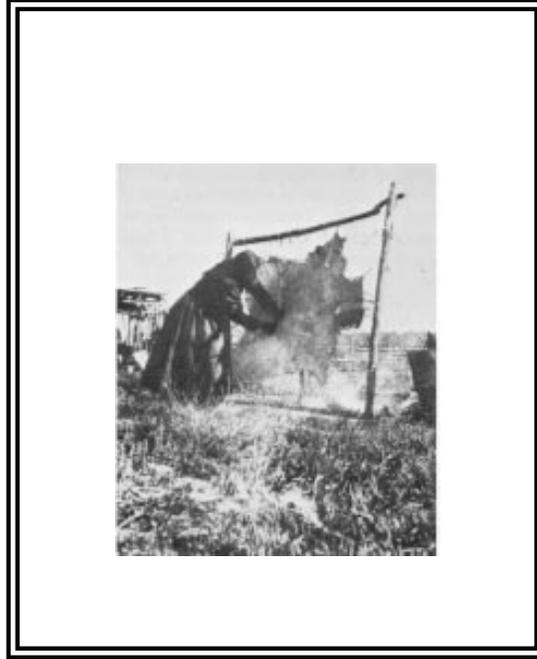
TURN THE PAGE FOR PART A

Part A: Short Answer

Directions:

- Analyze the documents and answer the questions that follow each document in the space provided. Your answers to questions will help you write the essay.

Document 1



A woman of the Dakota tribe prepares the hide of a buffalo to be used in making a tipi—hides were also used for food, clothing, and other types of shelters.

1. Based on this photograph and caption, what evidence is there that buffaloes were important to Native American Indians?

[2]

Document 2

CROSSING OVER THE GREAT PLAINS BY OX-WAGONS

"Altho I was but a girl of 11 years I distinctly remember many things connected with that far-off time when all of our western country was a wilderness...

We were six months in crossing the plains in ox-wagons.

In our home, In Illinois, in the early fifties, there was much talk and excitement over the news of the great gold discoveries in California—and equally there was much talk concerning the wonderful fertile valleys of Oregon Territory—an act of Congress giving to actual settlers 640 acres of land.

My father, John Tucker Scott, with much of the pioneer spirit in his blood, became so interested that he decided to "go West"... The spring of 1852 ushered in so many preparations, great work of all kinds. I remember relations coming to sew, of tearful partings, little gifts of remembrances exchanged, the sale of the farm, the buying and breaking in of unruly oxen, the loud voices of the men, and the general confusion."

—Harriet Scott Palmer, 1852

Editor's Note: Spelling reflects that which was used in the original documents.

2. According to the document, what were *two* reasons people wanted to "Go West."

a. _____ [1]

b. _____ [1]

HOMESTEAD.

Land Office at *Bronnville Neb*
January 20th 1868.

CERTIFICATE, }
No. 1 }

APPLICATION, }
No. 1 }

It is hereby certified, That pursuant to the provisions of the act of Congress, approved May 20, 1862, entitled "An act to secure homesteads to actual settlers on the public domain,"

Daniel Gorman has
made payment in full for *SE 1/4 SW 1/4 SW 1/4 of NW 1/4 SW 1/4 of T 8 N 4 E* of
Section *Twenty six (26)* in Township *four (4) N*
of Range *five (5) E* containing *160* acres.

Now, therefore, be it known, That on presentation of this Certificate to the
COMMISSIONER OF THE GENERAL LAND OFFICE, the said *Daniel Gorman*
shall be entitled to a Patent for the Tract of Land above described.

Henry M. Atkinson Register.

3. According to this deed, how many acres of land did each homesteader obtain from the government under the Homestead Act?

_____ [1]



4. Based on this poster, state *two* reasons people took passage on the railroad from Omaha to San Francisco.

a. _____ [1]

b. _____ [1]

Document 5



5a. According to this engraving, why were men killing buffalo?

[1]

b. How did this purpose for hunting differ from those of Native American Indians? (See also Document 1.)

[2]



6a. According to this poster, how many acres of formerly Indian territory were going to be opened for settlement?

_____ [1]

b. Based on the poster, state *two* reasons settlers would want to move west of the Mississippi.

_____ [1]

_____ [1]

Document 7

"I am tired of fighting. Our chiefs are killed... He who led the young men is dead. It is cold and we have no blankets. The little children are freezing to death. My people, some of them have run away to the hills and have no blankets, no food; no one knows where they are—perhaps freezing to death. I want to have time to look for my children and see how many I can find. Maybe I shall find them among the dead. Hear me my chiefs. I am tired; my heart is sick and sad. From where the sun now stands, I will fight no more forever."

—Chief Joseph of the Nez Perce, upon his
surrender to the U.S. government troops,
September 1877

7. Based on this statement, state *two* reasons Chief Joseph finally decided to surrender to the United States government troops.

a. _____
_____ [1]

b. _____
_____ [1]

Part B: Essay

Directions:

- Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion.
- Use evidence from the documents to support your response.
- Include specific related outside information.
- Use black or dark ink to write your essay.

Historical Context: In the second half of the 19th century, the United States became an increasingly mobile society. An example of this mobility is the settlement of the West by easterners. For many Americans, the movement westward brought new economic opportunities, but for others it meant conflict and the end of a way of life.

Task: Using information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to:

- Identify and discuss *two* reasons settlers moved westward.
- Describe the impact of railroads on the West.
- Explain the impact of this westward movement on the lives of Native American Indians.

Be sure to include specific historical details. You must also include additional information from your knowledge of social studies.

Part I:
Grade 8 Intermediate Social Studies Sampler
Key

Multiple-Choice Items Identified by
Unit (Roman Numeral) and Standard (Arabic Number)

1.	3	I-1	24.	2	VII-3
2.	1	I-5	25.	1	VII-1
3.	2	I-3	26.	3	VII-1
4.	4	II-1	27.	1	VII-4
5.	3	II-3	28.	1	VII-4
6.	1	II-3	29.	4	VIII-3
7.	3	III-2	30.	2	VIII-1
8.	2	III-4	31.	2	VIII-1
9.	1	III-4	32.	4	VIII-1
10.	4	III-1	33.	2	IX-4
11.	1	III-5	34.	4	IX-4
12.	3	IV-1	35.	3	IX-1
13.	3	IV-5	36.	2	X-2
14.	4	IV-5	37.	4	X-2
15.	1	IV-5	38.	3	X-1
16.	3	IV-5	39.	2	X-1
17.	4	V-3	40.	2	XI-1
18.	1	V-5	41.	3	XI-5
19.	4	V-1	42.	1	XI-5
20.	1	V-4	43.	3	CT-1
21.	3	VI-1	44.	4	CT-1
22.	2	VI-5	45.	2	CT-4
23.	4	VI-5			

PART II: CONSTRUCTED RESPONSE QUESTIONS SCORING GUIDELINES

The design of the Grade 8 Intermediate Social Studies Test includes three or four constructed response items. Each item consists of a single prompt or stimulus (a graph, chart, map, timeline, reading passage, etc.) on which two or more open-ended questions are based. In this sampler, there are four constructed response items. Each item has three or more questions based on it for a total of 15 questions. In general, short-answer, open-ended questions within a constructed response item are awarded credit in one of two ways. The amount of credit allocated for an individual constructed response question is determined by whether or not the item has a clear-cut answer.

One point is allocated for an individual question that has a clearly defined response and no partially correct response. The correct response is worth one credit and an incorrect response receives zero credits.

Two points are allocated when a question may elicit either a correct response (worth two credits), a partially correct response (worth one credit), or an incorrect response (worth zero credits). When the two-credit option is used, rubrics and/or scoring guides for each question will clearly indicate both the point value of a given question and examples of answers at each score point.

Constructed Response Scoring Note:

To receive full credit for a response to a constructed response question, the student does not have to develop his or her answer in a complete sentence or sentences. In addition, a correct response copied directly from a passage or paraphrased from a passage should also receive full credit.

Part II:
CONSTRUCTED RESPONSE QUESTIONS
SCORING GUIDE

ITEM I (QUESTIONS 1-3) (BUILDING OF THE ERIE CANAL)

1. Score 0-1: Award 1 point for the response “building of the Erie Canal.”
2. Score 0-1: Award 1 point for the response “1825.”
3. Score 0-2: Award 2 points for a description of one major impact of the Erie Canal on the growth of the United States. Examples of correct responses include:

2-point responses:

It linked the West with the Eastern part of the United States, giving the West an inexpensive way to ship agricultural products and lumber to market.

It made New York City a major port for exporting farm products from the upper Midwest.

1-point response:

It linked the West with the East.

ITEM II (QUESTIONS 4-6) (POSTER)

4. Score 0-1: Award 1 point for the response “fugitive slaves,” “runaway slaves,” or “colored people of Boston.”
5. Score 0-2: Award 2 points for the response “Under the Fugitive Slave Act, fugitive slaves were treated as ‘lost property’ and could be captured and returned to their owners. Local watchmen and police officers were empowered to assist the slave catchers.”

Award 1 point for the response “Colored people could be caught.”
6. Score 0-1: Award 1 point for the response “abolitionists.”

ITEM III (QUESTIONS 7-11) (TELEGRAM)

7. Score 0-1: Award 1 point for the response “Tozai Club of New York” or the response “American citizens of Japanese descent.”
8. Score 0-1: Award 1 point for the response “Franklin Roosevelt.”
9. Score 0-1: Award 1 point for the response “attack on Pearl Harbor.”
10. Score 0-1: Award 1 point for the response “They were of Japanese descent and had faced racial persecution and discrimination in the United States before the attack on Pearl Harbor. They did not want to be associated with the actions of Japan.”
11. Score 0-1: Award 1 point for the response “On the West Coast many Japanese were arrested by the FBI after Pearl Harbor. Loyalty hearings were conducted. Japanese Americans were confined to interment camps.”

ITEM IV (QUESTIONS 12-15) (CHART)

12. Score 0-1: Award 1 point for the response "Bureau of the Census."

13. Score 0-2: Award 2 points for the responses "female" and "not a high school graduate."

Award 1 point for one correct and/or one incorrect response.

14. Score 0-1: Award 1 point for the response "Males earned more than females."

15. Score 0-2: Award 2 points for the response "For all groups, average earnings were higher for persons with more education."

Award 1 point for an incomplete response such as "Males who were high school graduates earned more than males who were not high school graduates."

PART III: DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1-7). Some of the documents have been edited for the purpose of the question. The question is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the context of each document and any point of view that may be presented in the document.

Directions: This document-based question consists of two parts. Be sure to put the booklet number at the top of each page. Use black or dark ink to answer the question.

Historical Context: In the second half of the 19th century, the United States became an increasingly mobile society. An example of this mobility is the settlement of the West by easterners. For many Americans, the movement westward brought new economic opportunities, but for others it meant conflict and the end of a way of life.

Task: Using information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to:

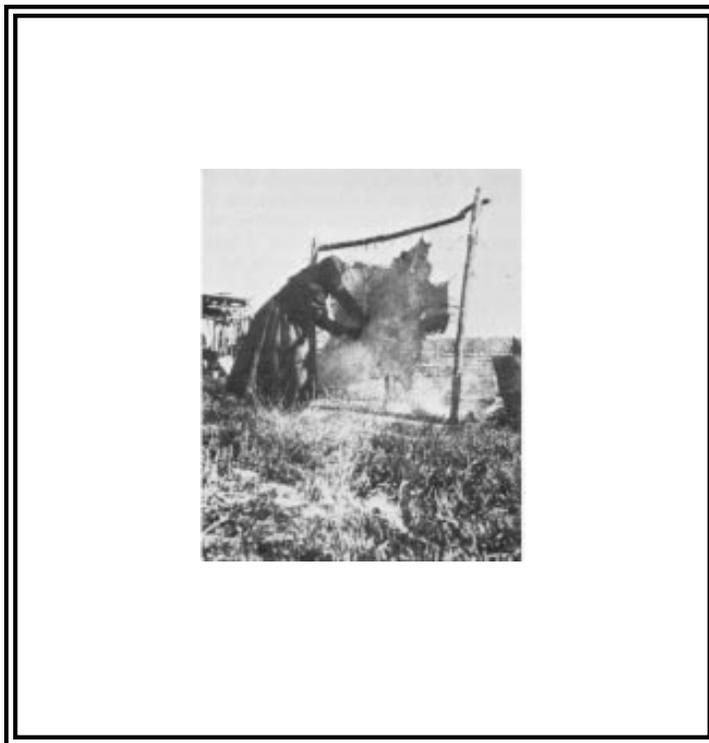
- Identify and discuss *two* reasons settlers moved westward.
- Describe the impact of railroads on the West.
- Explain the impact of this westward movement on the lives of Native American Indians.

Part A: Short Answer

Directions:

- Analyze the documents and answer the questions that follow each document in the space provided. Your answers to questions will help you write the essay.

Document 1



A woman of the Dakota tribe prepares the hide of a buffalo to be used in making a tipi—hides were also used for food, clothing, and other types of shelters.

- Based on this photograph, what evidence is there that buffaloes were important to Native American Indians?

Scoring Guide

SCORE OF 2

- Understands the importance of buffaloes to Native American Indians
- Any of the following responses is acceptable:
 - Native American Indians used buffaloes for making tipis, food, and clothing
 - Native American Indians wasted no part of the buffalo

SCORE OF 1

- Interpretation of the photograph is limited
- Part of the response may be correct, part may be incorrect
- Response demonstrates a vague or incomplete understanding of the importance of the buffalo to Native American Indians

SCORE OF 0

- No understanding of the photograph
- Fails to address the question
- No response

Document 2

CROSSING OVER THE GREAT PLAINS BY OX-WAGONS

"Altho I was but a girl of 11 years I distinctly remember many things connected with that far-off time when all of our western country was a wilderness...

We were six months in crossing the plains in ox-wagons.

In our home, In Illinois, in the early fifties, there was much talk and excitement over the news of the great gold discoveries in California—and equally there was much talk concerning the wonderful fertile valleys of Oregon Territory—an act of Congress giving to actual settlers 640 acres of land.

My father, John Tucker Scott, with much of the pioneer spirit in his blood, became so interested that he decided to "go West"...The spring of 1852 ushered in so many preparations, great work of all kinds. I remember relations coming to sew, of tearful partings, little gifts of remembrances exchanged, the sale of the farm, the buying and breaking in of unruly oxen, the loud voices of the men, and the general confusion."

—Harriet Scott Palmer, 1852

Editor's Note: Spelling reflects that which was used in the original documents.

2. According to the document, what were *two* reasons people wanted to "Go West."

Scoring Guide

SCORE OF 2

- States at least two reasons why people wanted to "Go West"
- Acceptable answers may include:
 - There was fertile land in Oregon
 - The discovery of gold in California
 - The claim to 640 acres of land

SCORE OF 1

- Provides only one reason why people moved west
- Response is vague and lacks detail

SCORE OF 0

- "Pioneer spirit in blood" not acceptable
- No response
- Blank paper

HOMESTEAD.

Land Office at *Bronnville Neb*
January 20th 1868.

CERTIFICATE, }
No. 1 }

APPLICATION, }
No. 1 }

It is hereby certified, That pursuant to the provisions of the act of Congress, approved May 20, 1862, entitled "An act to secure homesteads to actual settlers on the public domain,"

Daniel Arman has
made payment in full for *SW 1/4 & NW 1/4 of NW 1/4 & SW 1/4 of NE 1/4* of
Section *Twenty six (26)* in Township *four (4) N*
of Range *five (5) E* containing *160* acres.

Now, therefore, be it known, That on presentation of this Certificate to the
COMMISSIONER OF THE GENERAL LAND OFFICE, the said *Daniel Arman*
shall be entitled to a Patent for the Tract of Land above described.

Henry M. Atkinson Register.

3. According to this deed, how many acres of land did each homesteader obtain from the government under the Homestead Act?

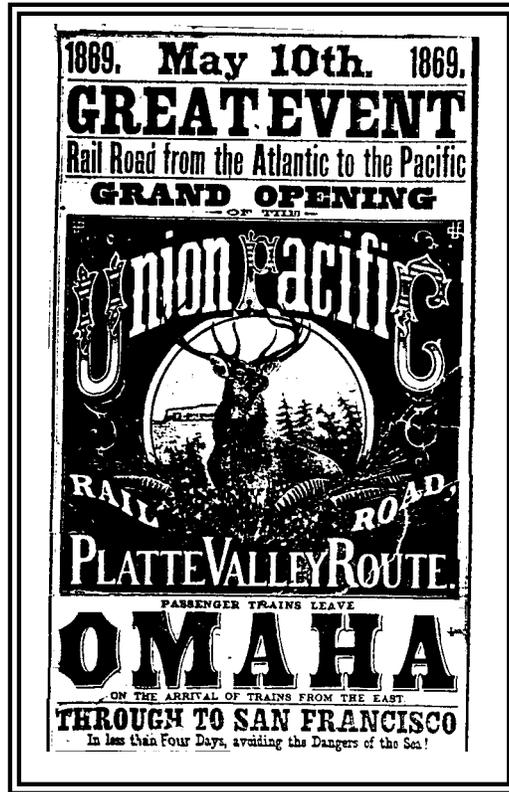
Scoring Guide

SCORE OF 1

- Correctly interprets the Homestead deed by stating that settlers would receive 160 acres.

SCORE OF 0

- Does not understand the document
- Fails to address the question
- No response



4. Based on this poster, state *two* reasons people took passage on the railroad from Omaha to San Francisco.

Scoring Guide

SCORE OF 2

- Provides two correct reasons concerning travel on the railroad
- Clearly addresses the content of the poster with answers such as:
 - ...to visit San Francisco, to conduct business, for pleasure, health, good accommodations
 - ...safer than travel by sea
 - Train travel was the quickest way to travel to the West

SCORE OF 1

- Provides a partial response
- One of the stated reasons is incorrect

SCORE OF 0

- Answers such as “four days” are too vague to receive credit
- No response



- 5a. According to this engraving, why were men killing buffalo?
- b. How did this purpose for hunting differ from those of Native American Indians? (See also Document 1.)

a

Scoring Guide

SCORE OF 1

- Clearly understands that the men on the train were killing buffalo for sport, fun, or pleasure

SCORE OF 0

- No understanding of the document
- No response

b

Scoring Guide

SCORE OF 2

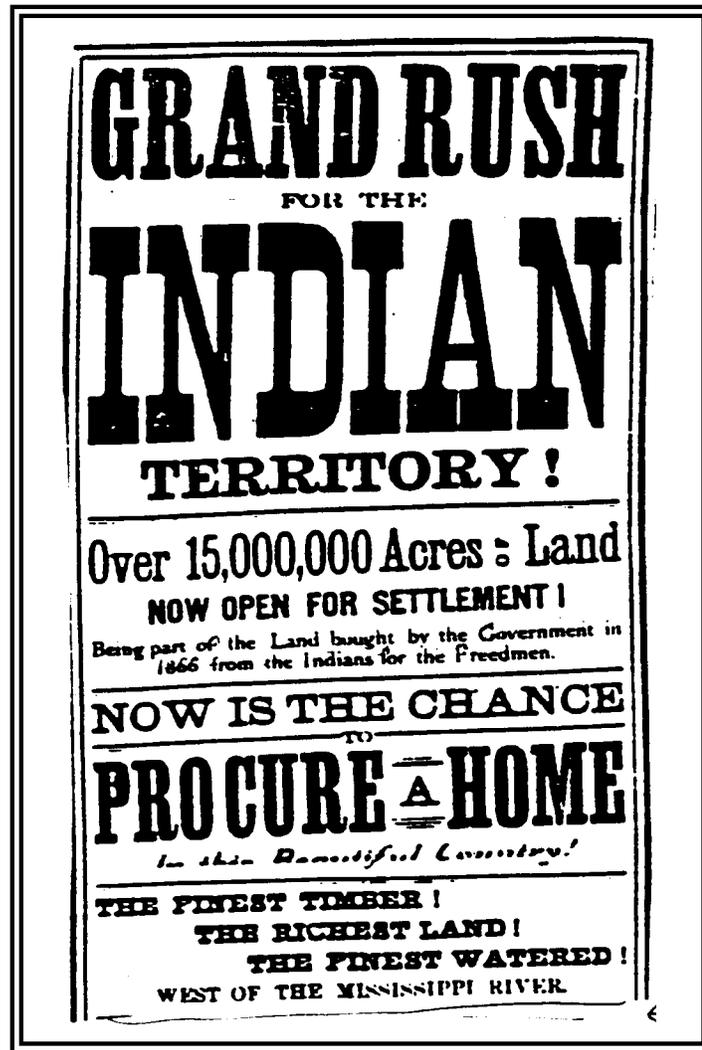
- Clearly understands that the Native American Indians killed buffalo to stay alive. They used the entire animal, whereas the whites on the train saw the killing of buffalo as sport. Their lifestyle did not depend on the buffalo hunt.

SCORE OF 1

- Student understands why Native American Indians hunted the buffalo, but is unable to fully articulate the perspective of the *white* hunter
- Student provides too general a response

SCORE OF 0

- Fails to address the question
- No response
- No understanding of the document



- 6a. According to this poster, how many acres of formerly Indian territory were going to be opened for settlement?
- b. Based on the poster, state two reasons settlers would want to move west of the Mississippi.

a

Scoring Guide

SCORE OF 1

- States that over 15 million acres of land are available for settlement

SCORE OF 0

- Fails to address question
- Response is incorrect
- No response

b

Scoring Guide

SCORE OF 2

- Can clearly state two reasons why settlers would want to move west of the Mississippi
- Possible responses might include:
 - 15 million acres of land were open for settlement
 - New homes, beautiful country, timber, rich land, water

SCORE OF 1

- Provides only one correct reason why settlers would want to move west of the Mississippi or of the two responses given
- One response is incorrect

SCORE OF 0

- Fails to address question
- No response
- Response is incorrect

Document 7

"I am tired of fighting. Our chiefs are killed... He who led the young men is dead. It is cold and we have no blankets. The little children are freezing to death. My people, some of them have run away to the hills and have no blankets, no food; no one knows where they are—perhaps freezing to death. I want to have time to look for my children and see how many I can find. Maybe I shall find them among the dead. Hear me my chiefs. I am tired; my heart is sick and sad. From where the sun now stands, I will fight no more forever."

—Chief Joseph of the Nez Perce, upon his
surrender to the U.S. government troops,
September 1877

7. Based on this statement, state *two* reasons Chief Joseph finally decided to surrender to the United States government troops.

Scoring Guide

SCORE OF 2

- Student can clearly state two reasons why Chief Joseph surrendered to United States government troops
- Acceptable answers include:
Chief Joseph was tired of fighting, his chiefs had been killed, children were freezing to death, his people had no blankets or food, and the Nez Perce had been scattered

SCORE OF 1

- Student provides only one reason, or two responses were given and one was incorrect

SCORE OF 0

- No understanding of the statement
- Fails to address the question
- No response

PART III: DOCUMENT-BASED QUESTION
PART B — ESSAY
SPECIFIC SCORING RUBRIC

Identify and discuss reasons settlers moved west		Describe the impact of railroads on the West		Explain impact of the westward movement on the lives of Native American Indians	
	Doc.		Doc.		Doc.
Gold was discovered in California	2	Provided quick transportation from Omaha to San Francisco in four days	4	Buffalo provided shelter, food and clothing to Native American Indians	1
Fertile land was available in Oregon and other areas west of the Mississippi	2, 3, 6	Safer than trips either by sea or wagon train	4	Killing of Indians	7
New homes	3, 6	Good accommodations	4	Small children freezing to death	7
Adventure	2, 4, 6	Pleasure or sport	5	Defeat in wars	7
Beautiful country	6			Loss of land	7
Rich timber	6				
Water	6				

5

- Thoroughly addresses all aspects of the *Task* (identifying and discussing reasons Eastern settlers moved westward, describing the impact of railroads on the West, and explaining the impact of this westward movement on the lives of Native American Indians) by accurately analyzing and interpreting at least four documents
- Places documents into a historical context by organizing documents into such groupings as reasons for moving westward, the impact of the railroad on the West, and the impact of this westward movement on Native American Indians
- Weaves information and ideas from the documents smoothly into the fabric of the essay by explaining how the movement of settlers and the building of railroads had a negative impact on the traditional lifestyles of Native American Indians
- Incorporates relevant and useful outside information such as background on the Homestead Act of 1862, a comparison of travel by railroad with travel to California by sea or wagon, the economic impact of the Union Pacific Railroad on the American economy, and the closing of the frontier
- Understands and effectively uses such key terms as *frontier*, *economic expansion*, *pioneers*, and *manifest destiny*
- Richly supports essay with relevant facts and examples such as details of the Gold Rush, life on the Oregon Trail, and the traditional lifestyle of the Plains Indians
- Shows an ability to discuss, describe, and explain the westward movement from the perspectives of settlers, Native American Indians, and the railroads
- Writes a well-organized essay demonstrating a clear and logical plan of organization, with a balance of facts and analysis of the documents worked smoothly into the essay
- Introduces the task with a framework that is beyond a simple restatement of the task and concludes with a solid summary

4

- Addresses all aspects of the *Task* (identifying and discussing reasons settlers moved westward, describing the impact of railroads on the West, and explaining the impact of this westward movement on the lives of Native American Indians) by accurately analyzing and interpreting at least four documents
- Places documents into historical context by grouping the documents
- Incorporates relevant and useful outside information such as background information on the Homestead Act of 1862, a comparison of travel by railroad with travel to California by sea or wagon, the economic impact of the Union Pacific Railroad on the American economy, and the closing of the frontier
- Understands and effectively uses such key terms as *frontier*, *economic expansion*, *pioneers*, and *manifest destiny*
- Supports essay with relevant facts and examples in their proper historical context or setting, but the discussion may be more descriptive than analytical; for example, does not fully discuss the impact of railroads on the West
- Shows an ability to discuss, describe and explain the westward movement without the rich and full detail of a “5” answer
- Writes a well-organized essay demonstrating a clear and logical plan of organization; facts and analysis of the documents may be worked unevenly into the body of the essay
- Introduces the *Task* with a framework that is beyond a simple restatement of the task and concludes with a solid summary

3

- Understands and addresses some aspects of the *Task* , or all aspects in a limited way (by identifying and discussing some reasons settlers moved westward, describing the impact of railroads on the West, and explaining the impact of this westward movement on the lives of Native American Indians) and interpreting and using three of the documents
- Identifies and uses some relevant documents, incorporating them into the body of the essay
- Places some (but not all) documents into a historical context
- Incorporates little relevant and useful outside information, such as the context of the Homestead Act or the details regarding the impact of the Union Pacific Railroad on the United States
- Understands and uses some key terms, such as *frontier*, *pioneers*
- Supports essay with some relevant facts and examples in their proper historical context or setting, but the discussion is superficial
- Shows an ability to discuss, describe, and explain the westward movement, but in a limited way and not in depth
- Writes a satisfactory essay demonstrating a general plan of organization with facts and description of the documents worked somewhat unevenly into the body of the essay
- Introduces the task by repeating the *Task* or *Historical Context* (a simple restatement of the task) and concludes by simply repeating the *Task* or *Historical Context*

2

- Attempts to address some aspects of the *Task* (identifying and discussing vague reasons why Eastern settlers moved westward, possibly describing the impact of railroads on the West, and explaining the impact of this westward movement on the lives of Native American Indians) but with little use of the documents
- Includes few facts, examples, and details of the westward movement; discussion only paraphrases the contents of documents
- Incorporates no relevant and useful outside information
- Uses key terms such as *pioneer* or *frontier*, but in a vague or incorrect manner
- Writes a poor essay, demonstrating a poor plan of organization, responding to only some parts of the *Task*; lacks focus
- Fails to introduce or summarize westward movement

1

- Shows very limited understanding of the *Task*, with unclear or no references to the documents
- Presents no relevant outside information about the westward movement
- Includes little or no accurate or relevant facts, details, or examples
- Understanding and use of key terms such as *frontier* or *pioneer* is vague or incorrect
- Writes a poor essay, demonstrating a major weakness in organization; lacks focus
- Has vague or inadequate introduction and conclusion

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- Fails to address the *Task*, is illegible, or is a blank paper