



Released Items

Student Name: _____

Fall 2014
NC Final Exam
Grade 8 Social Studies



Student Booklet



Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Raleigh, North Carolina 27699-6314



- 1 That if any person shall write, print, utter . . . any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame the said government . . . then such person, being thereof convicted before any court of the United States having jurisdiction thereof, shall be punished by a fine not exceeding two thousand dollars, and by imprisonment not exceeding two years.

Alien and Sedition Acts, 1798

Transcript Courtesy of the *Avalon Project* at Yale Law School

Based on the above excerpt, which statement explains an effect of passage of the Sedition Act?

- A Public criticism of government was prohibited.
- B It became more difficult for new immigrants to vote.
- C The president gained new powers to deport foreigners.
- D The First Amendment to the U.S. Constitution was protected.
- 2 How did the U.S. government respond to conflicts over slavery before the Civil War?
- A by granting the right to vote to all citizens
- B by granting all residents of a state citizenship
- C by passing a series of compromises to appease citizens
- D by protecting privacy rights and preventing illegal searches

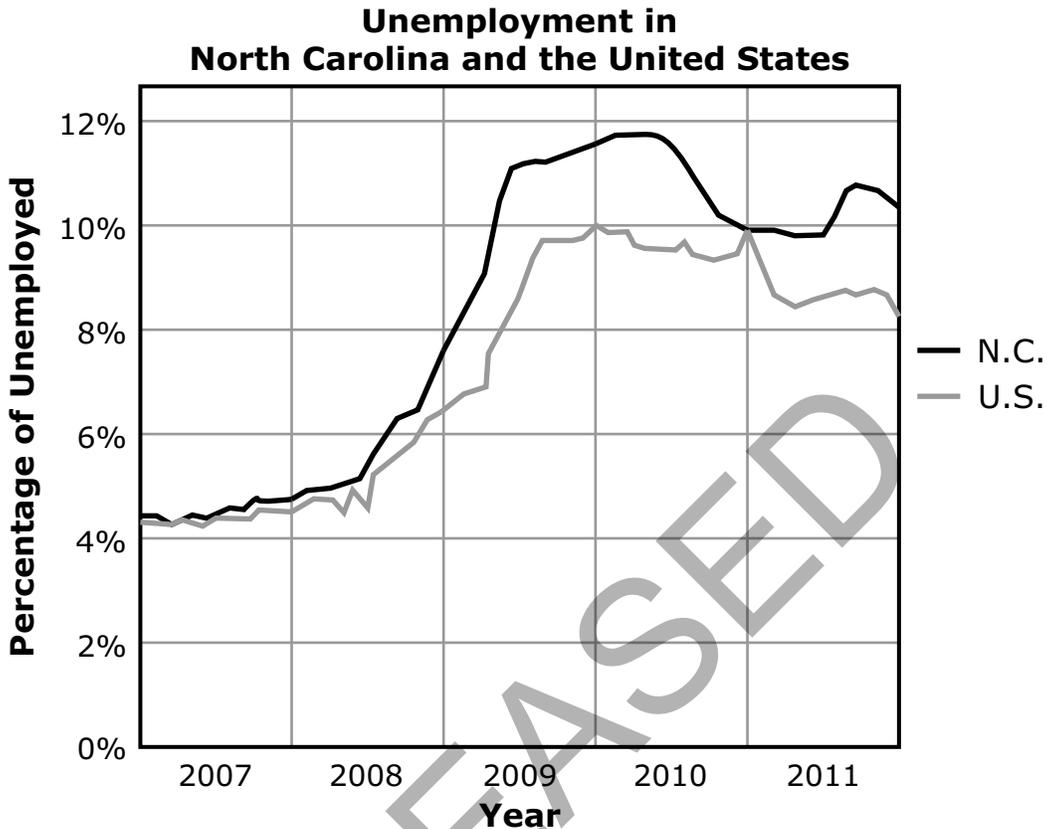


- 3 How did the Great Migration affect American society?
- A African-American people created a new urban culture in the North.
 - B The South promoted progressive laws and economic opportunities.
 - C Racism and prejudice were less prevalent across the United States.
 - D The African-American population increased in southern coastal cities.

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Sources: U.S. Bureau of Statistics, N.C. Division of Employment Security

What does the chart above indicate about unemployment and economic stability in North Carolina, compared to the United States, from January 2007 to October 2011?

- A Unemployment rates were higher in North Carolina than in the United States, while state and national economies were unstable.
- B Unemployment rates were the same in both North Carolina and the United States, while state and national economies were stable.
- C Unemployment rates decreased more quickly in North Carolina than in the United States, while state and national economies were stable.
- D Unemployment rates steadily increased in North Carolina and steadily decreased in the United States, while state and national economies were unstable.



- 5 *The following excerpt describes the weak economy of North Carolina during the early 1800s:*

Cotton is now almost the only article which bears transportation. But . . . even cotton will not long remain a source of profit in our present manner of [transportation]. The states of South Carolina, Georgia, Alabama, Tennessee, Louisiana, together with the Arkansas . . . are yearly filling up more and more with an enterprising population, who are pressing their production of cotton to a [large] extent. They possess navigable rivers, and they are acting upon the same policy of internal improvement as has been prosecuted by other states.

James Mebane and Dennis Heartt, August 1, 1828
Courtesy of Documenting the American South, UNC Library

Which obstacle did many North Carolinians believe prevented economic growth in North Carolina during these years?

- A The cotton of North Carolina was of lower quality than the cotton of other southern states.
- B The North Carolina government imported cotton and other goods from neighboring states.
- C The soil in North Carolina was inadequate for the farming of high-profit crops like cotton.
- D Government leaders failed to support investment in infrastructure like roads and railroads.



- 6 A Declaration of Rights made by the Representatives of the Freemen of the State of North Carolina.

Section I. That all political power is vested in and derived from the People only.

Section II. That the people of this State ought to have the sole and exclusive Right of regulating the internal Government and Police thereof.

N.C. Constitution, Declaration of Rights, 1776
Courtesy of *Documenting the American South*, UNC Library

Which democratic ideal summarizes this excerpt from North Carolina's original constitution?

- A federalism
- B rule of law
- C separation of powers
- D popular sovereignty

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- 7 The consequences of a speedy removal will be important to the United States, to individual states, and to the Indians themselves. The pecuniary advantages which it promises to the government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the general and state governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent states strong enough to repel future invasions without remote aid. It will relieve the whole state of Mississippi and the western part of Alabama of Indian occupancy, and enable those states to advance rapidly in population, wealth, and power.

President Jackson's Message to Congress On Indian Removal, December 6, 1830
Source: National Park Service

Based on the excerpt, which democratic rights and freedoms were being denied to American Indians?

- A privacy and free speech
- B property and sovereignty
- C free speech and assembly
- D religious and political freedom



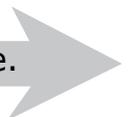
- 8 All bills shall be read three times in each house and shall be signed by the presiding officer of each house before being presented to the Governor. If the Governor approves, the Governor shall sign it and it shall become a law; but if not, the Governor shall return it with objections, together with a veto message stating the reasons for such objections, to that house in which it shall have originated, which shall enter the objections and veto message at large on its journal, and proceed to reconsider it. If after such reconsideration three-fifths of the members of that house present and voting shall agree to pass the bill, it shall be sent, together with the objections and veto message, to the other house, by which it shall likewise be reconsidered; and if approved by three-fifths of the members of that house present and voting, it shall become a law notwithstanding the objections of the Governor.

North Carolina Constitution, 1971. Article II, Section 22.

Which democratic ideal is represented in this excerpt?

- A limited government
- B separation of powers
- C popular sovereignty
- D trial by jury of peers

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- 9 Excerpt from court testimony of Oscar Neebe, a participant in the Haymarket Affair

My wife told me that the police—these honorable men to protect law and order—when they got on that wagon they waved that flag and hollered and hurrahd just like a lot of wild Indians—and they were wild Indians in those days. They searched hundreds of houses, and money was stolen by searching houses, and watches were stolen, and nobody knew whether they were stolen by the police or not. Captain Schaack knows it. His gang was one of the worst in this city. You need not laugh about it, Captain Schaack. You are one of them. You are an Anarchist, as you understand it. You are all Anarchists, in this sense of the word, I must say. . . . I organized trades unions. I was for reduction of the hours of labor, and the education of laboring men . . .

A.R. Parsons, "Oscar Neebe's Remarks," in
Anarchism: Its Philosophy and Scientific Basis, 1887

Which issues were labor strikes addressing in the late 1800s?

- A violence in the workplace, paid vacation, and sick days
- B shorter work hours, poor working conditions, and education
- C shorter workdays, women in the workplace, and health insurance
- D access to management positions, education leave, and wage hikes



- 10 Always remember that your father never sold his country. You must stop your ears whenever you are asked to sign a treaty selling your home. A few years more, and white men will be all around you. They have their eyes on this land. My son, never forget my dying words. This country holds your father's body. Never sell the bones of your father and your mother.

Chief Joseph, Nez Perce Chief, *The Dublin University Magazine*, 1879

Based on the excerpt, how did the values and beliefs of American settlers affect the lives of the Nez Perce?

- A The Nez Perce and other settlers made enduring treaties to share the land with American settlers.
- B The Nez Perce and other residents of the land accepted the policies of peace with American settlers.
- C American settlers believed in the private ownership of land and resources and took property from the American Indians.
- D American settlers advocated sharing resources and established a long-lasting communal relationship between all cultures.

This is the end of the multiple-choice portion of the test.



The question you read next will require you to answer in writing.

1. You may use the blank paper or your test book to plan your response before you write your final answer on the answer sheet.
2. Only what is written on the lines of the answer sheet will be scored.
3. Do not write beyond the end of the lines or in the margins.

11 *Read the excerpt to respond to the item below.*

Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States, in Congress assembled. . . . The said States hereby severally enter into a firm league of friendship with each other, for their common defense, the security of their liberties, and their mutual and general welfare.

Articles of Confederation, 1777

Evaluate the degree to which the democratic ideal of states' rights is evident in the Articles of Confederation. Use one detail from the excerpt above to support your position.

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This is the end of the Grade 8 Social Studies test.

Directions:

1. Look back over your answers for the test questions.
2. Make sure all your answers are entered on the answer sheet. Only what is entered on your answer sheet will be scored.
3. Put all of your papers inside your test book and close the test book.
4. Stay quietly in your seat until your teacher tells you that testing is finished.
5. Remember, teachers are not allowed to discuss items from the test with you, and you are not allowed to discuss with others any of the test questions or information contained within the test.

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**Grade 8 Social Studies
RELEASED Items¹
Fall 2014
Answer Key**

Item Number	Type²	Key	Percent Correct³	Standard
1	MC	A	78%	8.H.2.1
2	MC	C	63%	8.H.2.1
3	MC	A	32%	8.H.3.1
4	MC	A	78%	8.E.1.2
5	MC	D	29%	8.E.1.1
6	MC	D	37%	8.C&G.1.1
7	MC	B	58%	8.C&G.1.4
8	MC	B	35%	8.C&G.1.1
9	MC	B	60%	8.C&G.2.2
10	MC	C	56%	8.C.1.1
11	CR	Rubric ⁴	46% ⁵	8.C&G.1.2



¹These released items were administered to students during a previous test administration. This sample set of released items may not reflect the breadth of the standards assessed and/or the range of item difficulty found on the NC Final Exam. Additional items may be reviewed at <http://www.ncpublicschools.org/accountability/common-exams/released-forms/>. Additional information about the NC Final Exam is available in the *Assessment Specification* for each exam located at <http://www.ncpublicschools.org/accountability/common-exams/specifications/>.

²This NC Final Exam contains multiple-choice (MC) and short-answer constructed response (CR) items.

³Percent correct is the percentage of students who answered the item correctly during the Spring 2014 administration.

⁴Constructed response items are scored using a standard rubric. The following rubric was used to score this item.

Score 0

- Response fails to evaluate the degree to which the democratic ideal is evident in the historical document
- Response fails to include one example of textual support OR includes one example of textual support that is irrelevant because the response does not evaluate the degree to which the democratic ideal is evident in the historical document

Score 1

- Response evaluates the degree to which the democratic ideal is evident in the historical document
- Response includes one example from the text that does not support the evaluation, OR lacks one example of textual support

Score 2

- Response evaluates the degree to which the democratic ideal is evident in the historical document
- Response includes one example of textual support that evaluates the degree to which the democratic ideal is evident in the historical document

⁵Students will receive a score point of 0, 1, or 2 for this constructed response item. Percent correct for this item is the percentage of students who scored a 1 or 2.



Standard Descriptions

Only clarifying objective descriptions addressed by the released items in this booklet are listed below. A complete list of the North Carolina Essential Standards for Science and Social Studies may be reviewed at <http://www.ncpublicschools.org/acre/standards/new-standards/>.

8.H.2.1

Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.

8.H.3.1

Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).

8.E.1.1

Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions).

8.E.1.2

Use economic indicators (e.g. GDP, inflation and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States.

8.C&G.1.1

Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).

8.C&G.1.2

Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971).

8.C&G.1.4

Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).

8.C&G.2.2

Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).



8.C.1.1

Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian exchange, slavery and the decline of the American Indian populations).

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