

# Released Items

Student Name: \_\_\_\_\_

## Social Studies Grade 8



### 2016–2017



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

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# NC Final Exam

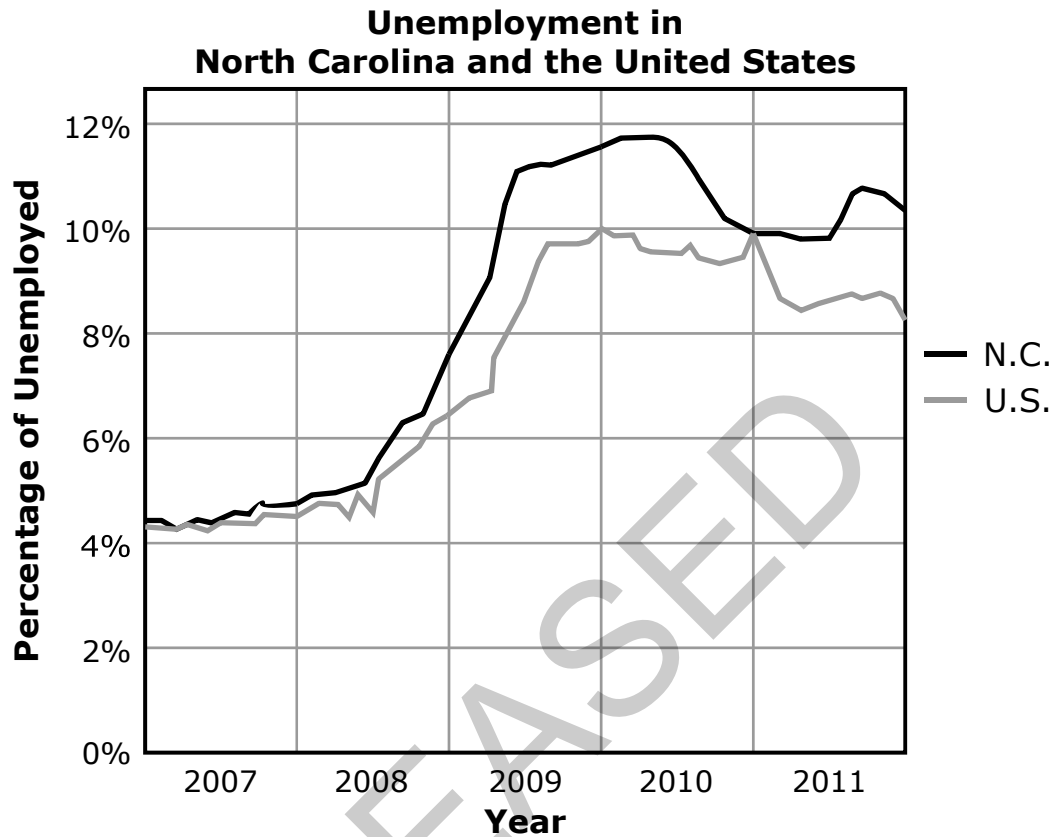
- 1 That if any person shall write, print, utter. . . any false, scandalous and malicious writing or writings against the government of the United States, or either house of the Congress of the United States, or the President of the United States, with intent to defame the said government . . . then 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.

The Sedition Act of 1798

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.

Address to "Fellow Citizens of North Carolina" from minutes of "Railroad Meeting"  
by 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.

North Carolina Declaration of Rights, December 17, 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.

Address to Congress by Andrew Jackson, December 6, 1830  
Courtesy of the *Law Library of Congress*

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, Article 2, 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 hurraed 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 . . .

*Anarchism: Its Philosophy and Scientific Basis as Defined by Some of its Apostles*  
by Albert Richard Parsons, 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.

“A Voice from the Old World” by Nez Perce Chief Joseph,  
*The Dublin University Magazine*, May 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.

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- 11 The Committee are already receiving urgent appeals from women all over the United States to send them our publications. . . . a large printing fund will therefore be needed by the Committee, and we appeal first to the men of this country, who control so large a part of its wealth, to make liberal donations toward this great educational work. We also ask every thoughtful woman to send her name to the Secretary to be inserted in the Pledge Book, and if she is able, one dollar.

"An Appeal to the Women of the United States," 1871  
 Courtesy of the Library of Congress, Rare Book and Special Collections Division,  
 National American Woman Suffrage Association Collection

According to the excerpt, how did supporters of women’s suffrage campaign for change?

- A They created pamphlets to bring awareness to women’s voting rights.
- B They relied on female representatives in the legislature to promote the issue.
- C They waited for the United States to pass the Nineteenth Amendment.
- D They appealed only to wealthy women for financial and political support.

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12 We had nothing . . . after Captaine Smith’s departure, there remained not past sixty men, women and children, most miserable and poor creatures; and those were preserved for the most part, by roots, herbs, acornes, walnuts, berries, now and then a little fish. This was that time, which still to this day we called the starving time; it were too vile to say, and scarce to be believed, what we endured. . . .

*Generall Historie of Virginia*, John Smith, 1624

Based on the excerpt, how did the harsh environmental conditions affect the Jamestown Colonists?

- A The harsh weather brought American Indians to help the Colonists.
- B The harsh weather both reduced and destroyed the tobacco crops.
- C The harsh weather convinced the settlers to return to their homeland.
- D The harsh weather decreased the quality of life for the settlers by making it difficult to obtain enough food.

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**13 Weaknesses of the Articles of Confederation**

- only one branch of government - the legislative
- one vote per state
- no authority to regulate foreign and interstate commerce
- lack of standard currency
- no executive branch to enforce laws
- no national court system to protect individual rights
- no power to raise an army
- unanimous vote required for amendments to the Articles

How did conflicts that developed from weaknesses in the Articles of Confederation affect the political development of the United States?

- A They increased the power of the state governments.
- B They accelerated the possible development of a monarchy.
- C They prevented the government from developing a republic.
- D They required the creation of a stronger national government.

**14 How did migration to the Western Territory help to develop the United States?**

- A Westward migration helped American Indians preserve their cultural identity.
- B Westward migration created densely populated urban and suburban areas.
- C Westward migration encouraged civil rights legislation for slaves.
- D Westward migration expanded industry and the national economy.

- 15 I beg you to let me be one to proceed to Federal Point, and frighten Lincoln out of his [wits], if possible and if the Governor’s prediction should prove untrue and war should actually be necessary, I should be happy to bear a part, humble though it be, in defense of my country. The flag raised today contained nine stars, the last two in honor of Virginia and North Carolina. This is probably the first flag raised, on which North Carolina has been numbered with the [seceding] states.

Letter from Edward H. Armstrong to Thomas G. Armstrong, April 20, 1861  
 Courtesy of *Documenting the American South*, UNC Library

According to Armstrong’s letter, what was the primary debate occurring among the citizens of North Carolina in 1861?

- A whether to start a draft or not
  - B whether to secede from the Union or not
  - C whether to create a new flag or not
  - D whether to abolish slavery or not
- 16 In 1830, the U.S. government forced American Indians to leave their homes in the Southeast for new territory in the West. How did this forced migration, called the “Trail of Tears,” affect the development of the United States?
- A At the expense of American Indians, more territory became available for white settlement.
  - B Trade increased between American Indians and the United States.
  - C There was a lasting peace between American Indians and the United States.
  - D Land disputes between the U.S. government and American Indians were resolved.

- 17 A single assembly, possessed of all the powers of government, would make arbitrary laws for their own interest, execute all laws arbitrarily for their own interest, and [decide] all controversies in their own favor.

“Thoughts on Government” by John Adams, 1776  
Courtesy of *TeachingAmericanHistory.org*

Which democratic ideal does Adams promote?

- A equality under the law
- B private property rights
- C separation of powers
- D popular sovereignty

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**Grade 8 Social Studies  
RELEASED Items<sup>1</sup>  
2016–2017  
Answer Key**

<b>Question Number</b>	<b>Question Type</b>	<b>Correct Answer</b>	<b>Percent Correct<sup>2</sup></b>	<b>Objective</b>
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	MC	A	46%	8.C&G.2.2
12	MC	D	84%	8.G.1.3
13	MC	D	41%	8.H.2.1
14	MC	D	69%	8.H.3.1
15	MC	B	57%	8.H.2.3

Question Number	Question Type	Correct Answer	Percent Correct <sup>2</sup>	Objective
16	MC	A	72%	8.H.3.1
17	MC	C	37%	8.C&G.1.1

<sup>1</sup>These 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 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/>.

<sup>2</sup>Percent correct is the percentage of students who answered the item correctly during a previous administration.

**NOTE:** This NC Final Exam contains multiple-choice (MC) and short-answer constructed response (CR) items. The North Carolina Department of Public Instruction (NCDPI) published a Sample Social Studies Constructed Response Item and Rubric (available online at <http://www.ncpublicschools.org/accountability/common-exams/addresources/>) representative of the new constructed response item type field tested on the NC Final Exams of Social Studies (i.e., Grade 8, World History, American History I, American History II, American History: The Founding Principles, Civics, and Economics). The sample item may not reflect the breadth of the standards assessed and/or the range of item difficulty found on the NC Final Exam. This material must not be used for personal or financial gain.



## Clarifying Objectives Descriptions

Only clarifying objective descriptions addressed by the released items in this document are listed below. A complete list of North Carolina Essential Standards for Social Studies may be reviewed at <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>.

### **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.2.3**

Summarize the role of debate, compromise, and negotiation during significant periods in the history 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.G.1.3**

Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy)

### **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.1.4**

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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