



Released Form

Student Name: _____

Spring 2013
North Carolina
Measures of Student Learning:
NC's Common Exams
**Grade 8 Social Studies—
Form A**



Student Booklet



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



- 1 Which statement describes the effects of Jim Crow laws on the people of North Carolina?
- A These laws required separate public accommodations, such as restrooms and schools, for citizens.
 - B These laws made it illegal to possess, manufacture, sell, or transport alcoholic beverages.
 - C These laws placed price supports on crops such as tobacco, rice, and cotton.
 - D These laws ended slavery and gave the newly freed men the right to vote.
- 2 On February 1, 1960, four college students sat down at a “whites-only” Woolworth’s lunch counter in Greensboro, North Carolina. They asked to be served and were refused. These students used the “sit-in” as nonviolent action against racial segregation. Images of the sit-ins spread through television and newspapers nationwide.
- Which statement reflects the influence on the civil rights movement of citizen action in Greensboro, North Carolina?
- A Sit-ins failed to gain support, and lunch counters remained segregated.
 - B Sit-ins spread to other cities, helping to desegregate public facilities.
 - C Sit-ins, which were not supported by national civil rights leaders, slowed progress for desegregation.
 - D Sit-ins gained national support, but little action was taken by state governments to improve civil rights.



- 3 How can the Union be saved? To this I answer . . . by adopting such measures as will satisfy the States belonging to the Southern section that they can remain in the Union consistently with their honor and their safety. . . . The South asks for justice, simple justice . . . She has no compromise to offer but the Constitution . . . If you are unwilling we should part in peace, tell us so.

John C. Calhoun, The Clay Compromise Measures. March 4, 1850

I wish to speak to-day, not as a Massachusetts man, nor as a Northern man, but as an American . . . we live in the midst of strong agitations . . . the North, and the stormy South combine to throw the whole sea into commotion . . . I speak to-day for the preservation of the Union. . . . Peaceable secession! Sir, your eyes and mine are never destined to see that miracle.

Daniel Webster, The Constitution and the Union Speech. March 7, 1850

The Compromise of 1850 attempted to calm sectional tensions that resulted when the United States acquired new territory after the Mexican War. How did Calhoun and Webster react to the possibility of a compromise?

- A Calhoun argued that the compromise failed to address the interests of Southern states, while Webster insisted that in the face of violent secession only compromise could save the union.
- B Calhoun argued that slavery's expansion into newly acquired territories would lead to violent secession, while Webster insisted that secession was not possible.
- C Calhoun argued that Southern justice was possible with the compromise, while Webster believed such justice was impossible with the compromise.
- D Calhoun argued that he supported the compromise as a Southerner, while Webster did not support the compromise as an American.



4

Colonial Population 1630–1690
Estimated population for the colonies (in thousands)

Colony	1630	1650	1670	1690
Virginia	2.5	18.7	35.8	53
New York	.4	4.1	5.8	13.9
North Carolina			3.8	7.6
South Carolina			.2	3.9
Massachusetts	.9	15.6	35.3	56.9
Pennsylvania				11.4

What does the estimated population chart above suggest about migration patterns to the colonies?

- A The greatest population migrations in the 1600s were to Massachusetts and Virginia.
- B The greatest population migrations in the 1600s were to New York and North Carolina.
- C The greatest migration in 1690 was to Pennsylvania.
- D The greatest migration to the colonies occurred during the 1650s.

5 How did changes brought about by industrialization affect the farming industry in the late 1880s?

- A They created a mass migration to rural areas of the south and west.
- B They caused an increase in the number of farms and workers required.
- C They provided new machinery for farm production, reducing labor requirements.
- D They created an increase in land prices and a reduction in the land available for agriculture.



- 6 After the Revolutionary War, the nation faced a huge debt. Alexander Hamilton, Secretary of the Treasury, drew up a four-part financial program as a solution to the economic problems. How did Hamilton plan to achieve economic success for the new nation?
- A by borrowing money from foreign countries, establishing a national bank, forming political parties, and taxing distilleries
 - B by repaying the war debt, creating a national bank, establishing a protective tariff, and collecting excise taxes
 - C by taxing state governments, creating state banks, placing tariffs on foreign goods, and asking Congress to pass an income tax
 - D by placing taxes on exports and imports, selling western lands, providing government-backed loans for farming, and creating banks

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7 Suffrage Timeline of the United States

1856—North Carolina eliminates property holding requirement, giving more men the right to vote.

1869—Fifteenth Amendment gives African-American men the right to vote.

1920—Women gain the right to vote with the Nineteenth Amendment.

1924—Indian Citizen Act provides American Indians with the right to vote.

1937—Supreme Court upholds Georgia poll tax, preventing some African Americans from voting.

1959—Supreme Court rules that literacy tests are constitutional, preventing poorly educated people from voting.

1965—Voting Rights Act bans any limitations on voting.

1971—Eighteen-year-olds given the right to vote by the Twenty-Sixth Amendment.

2003—Supreme Court allows redistricting even if minorities will lose influence.

What does the timeline indicate about past and present suffrage in the United States?

- A Suffrage rights for citizens were established by the chief executive of the United States.
- B Suffrage for all citizens is a right that has been and continues to be defined in the United States.
- C Suffrage is only provided for white males, twenty-one years old, and naturally born in the United States.
- D Suffrage has been offered to all people in the United States, regardless of race, gender, ethnicity, or age.



- 8 How did North Carolina's geographic features affect the movement of goods and people?
- A Mountain ranges and a lack of navigable ports restricted the movement of goods and people.
 - B Warm-water ports and small mountain ranges encouraged the movement of goods and people.
 - C Deep rivers and flat fertile land helped North Carolina develop strong interstate commerce.
 - D Multiple rivers and valleys prevented the development of large farms and a tourist economy.

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9



How did the physical characteristics of the Outer Banks of North Carolina affect its early colonial development?

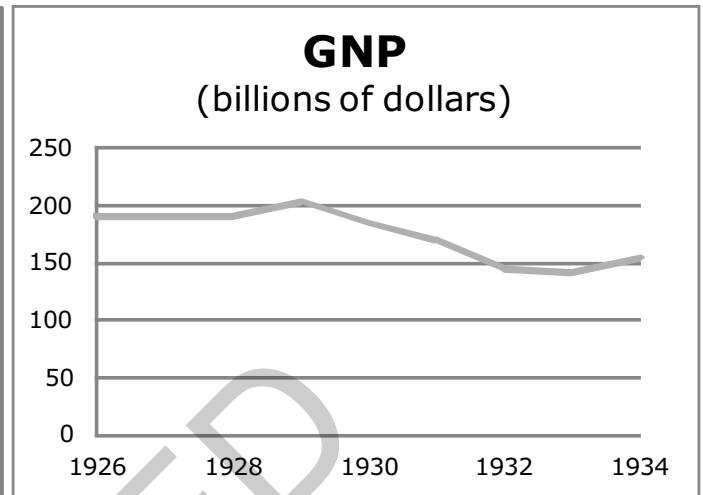
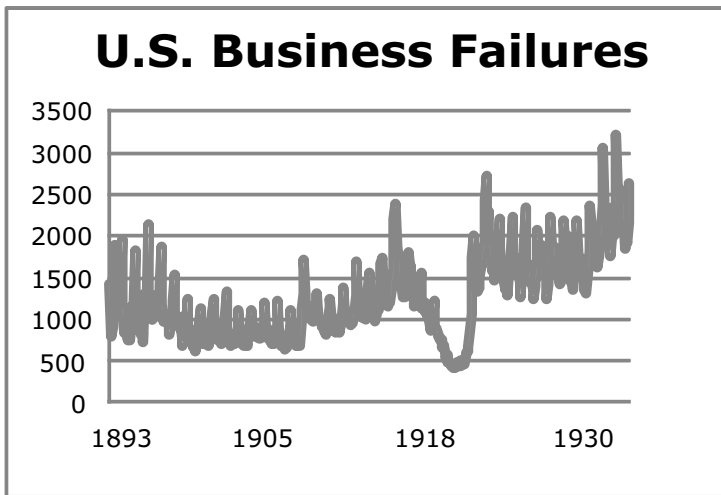
Answer choices A, B, C, and D are on the following page.



- A They presented a barrier against storms.
 - B They prevented the development of large port cities.
 - C They provided more usable coastline than the other colonies.
 - D They allowed for open and easy transport for the shipping industry.
- 10 How did the location of High Point, North Carolina contribute to the growth of the furniture industry?
- A High Point was near coastal ports, making it easy to export products.
 - B High Point was near a wealthy client base in the Piedmont.
 - C High Point was near railroads, hardwood forests, and a plentiful labor force.
 - D High Point was near the Research Triangle for training of its furniture makers.
- 11 How have lawmakers cooperated with schools and businesses to help workers affected by the decline of the textile industry in North Carolina?
- A Lawmakers have provided income assistance, training, and job search assistance.
 - B Lawmakers have guaranteed new jobs in a different field with equal pay.
 - C Lawmakers have provided workers with tax-free income, grants, and business loans.
 - D Lawmakers have ensured that workers are paid to relocate, given training, and guaranteed similar employment.



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Data Source: FRED, Federal Reserve Economic Data,
Federal Reserve Bank of St. Louis:
Civilian Unemployment Rate [UNRATE];
U.S. Department of Labor: Bureau of Labor Statistics;
accessed September 17, 2009

Which statement is consistent with the information presented in the two graphs above?

- A There is no direct relationship between GNP and economic growth.
- B As GNP decreased, so did the growth and stability of the economy.
- C Increased GNP resulted in poor economic growth and instability.
- D The GNP reflects the quality of the goods produced in the country.



13

Savings Account	Bank Certificate of Deposit	U.S. Treasury Bond	Mutual Fund
0.25%	2.75%	4%	8%

James saved \$1,800 from his part-time job. Using the rates of return in the chart, which investment savings option offers him the best chance to earn the most money for college?

- A Savings Account
- B Bank Certificate of Deposit
- C Mutual Fund
- D U.S. Treasury Bond

14

Popular sovereignty is the political principle that all political authority within a society is derived from the will or consent of its people. Which idea is expressed in the concept of popular sovereignty?

- A The most popular candidates represent the people.
- B The federal government has supreme authority over the states.
- C The power of the government comes from its citizens.
- D The educated are uniquely qualified to control the political system.



- 15 The powers delegated by the proposed Constitution to the federal government are few and defined. Those which are to remain in the State governments are numerous and indefinite. The former will be exercised principally on external objects, as war, peace, negotiation, and foreign commerce; with which last the power of taxation will, for the most part, be connected.

James Madison, Federalist Papers No. 45

If your. . . [President] be a man of ambition and abilities, how easy is it for him to render himself absolute: The army is in his hands, and if he be a man of address, it will be attached to him; and it will be the subject of long mediation with him to seize the first auspicious moment to accomplish his design.

Patrick Henry, Anti-Federalist

Which statement exemplifies the Anti-Federalists' point of view?

- A The Constitution divided power equally among the branches of government.
 - B The Constitution gave too much power to the executive branch.
 - C The Constitution needed to increase the power of the legislative branch.
 - D The Constitution guaranteed the protection of individual rights.
- 16 Archibald Murphey wrote a report to the N.C. General Assembly in 1816 titled "Report on Education" about the problems of North Carolina education. His report resulted in the creation of a literary fund to establish a public school system. Which phrase accurately describes Murphey's efforts?
- A civil disobedience
 - B popular sovereignty
 - C constitutional monarchy
 - D civic engagement



- 17 How did the lunch counter “sit-ins” that were an element of the civil rights movement affect minority populations in North Carolina?
- A The sit-ins increased awareness of equal voting rights.
 - B The sit-ins increased awareness of equal treatment at public businesses.
 - C The sit-ins increased awareness of equal treatment on public transportation.
 - D The sit-ins increased awareness of equal education opportunities.

- 18 **Growth of the African-American Population:**

1625	23
1648	300
1671	2,000
1680	3,000
1700	16,390
1720	26,559
1730	30,000
1740	60,000
1775	210,000

Which explains the increase in the African-American population from 1625 to 1775?

- A war
- B jobs
- C migration
- D slavery



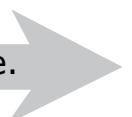
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American Indian Beliefs	European Settler Beliefs
The land belongs to no one.	The land belongs to those who claim it.
The forests should be preserved in their natural state in order to provide food.	The trees should be cut down in order to make room for farms.

Based on the chart, which statement summarizes the origin of beliefs about land in North America?

- A American Indians wanted to buy land from European settlers.
- B American Indians and European settlers avoided each other.
- C European settlers and American Indians wanted to preserve the forests.
- D European settlers and American Indians used natural resources differently.

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20



*The first picket line—College Day in the picket line (Feb. 1917),
Prints & Photographs Division, Library of Congress, LC-USZ62-31799*

Which statement best represents the events in the picture above?

- A Women wanted the U.S. president to back labor unions.
- B Women did not like the president's approach to civil rights.
- C Women wanted the president to support equal rights and suffrage for females.
- D Women protested for homeless women and demanded equal job opportunities.



- 21 That the Constitution, and all laws of the United States which are not locally inapplicable, shall have the same force and effect within the said Territory of Kansas as elsewhere within the United States, except the [Missouri Compromise], which . . . is hereby declared inoperative and void; it being the true intent and meaning of this act not to legislate slavery into any Territory or State, nor to exclude it . . . but to leave the people perfectly free to form and regulate their domestic institutions in their own way, subject only to the Constitution of the United States.

Section 32 from the Kansas-Nebraska Act, 1854

According to the excerpt, how did the Kansas-Nebraska Act address the issue of slavery?

- A It declared slavery legal in every state west of the Mississippi River.
- B It made slavery an issue to be decided by residents of the states.
- C It gave Congress the power to regulate slavery in the states.
- D It provided no guidance on the issue of slavery in the states.
- 22 Which statement explains the dominance of slavery in the coastal region of colonial North Carolina?
- A The first slaves to arrive in North Carolina were brought from other colonies.
- B Rocky terrain coupled with a mild climate supported the establishment of plantations.
- C The climate was similar to a tropical climate, giving African slaves a better chance at survival.
- D Slave ships arrived at the ports of Wilmington, Edenton, and Bath.



- 23 The cost of war may cause government to print more money leading to inflation. Which is a likely outcome for societies with high rates of inflation?
- A Inflation decreases the value of money.
 - B Inflation increases periods of positive indicators.
 - C Inflation decreases the costs of goods and services.
 - D Inflation increases the amount of currency in the market.
- 24 How will late bill payments affect a person's financial health?
- A The person will earn less annual income.
 - B The person will pay more income taxes to the government.
 - C The person will not qualify for loans for bigger purchases.
 - D The person will have more money to spend on other things.



- 25 In order to lay a due foundation for that separate and distinct exercise of the different powers of government, which to a certain extent is admitted on all hands to be essential to the preservation of liberty, it is evident that each department should have a will of its own . . . the great security against a gradual concentration of the several powers in the same department, consists in giving to those who administer each department the necessary constitutional means and personal motives to resist encroachments of the others.

James Madison, Federalist Papers No. 51

The U.S. Constitution established a federal government based upon certain democratic ideals. Which one of these ideals was James Madison describing in Federalist No. 51?

- A rule of law
 - B checks and balances
 - C popular sovereignty
 - D limited government
- 26 Which describes the coastal plain of North Carolina?
- A wetlands in the western part of the state
 - B hilly, rolling land in the central part of the state
 - C a range of mountains in the eastern United States
 - D low, flat land that extends along the Atlantic Ocean

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



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

- 1. Write your answers on separate paper.**
- 2. Be sure to write your name on each page.**

- 1 Columbus' expedition landed on a Caribbean island he named San Salvador on October 12, 1492. He returned to Spain and sent this letter describing his first voyage.

The seaports there are incredibly fine, as also the magnificent rivers, most of which bear gold There are many spices and vast mines of gold and other metals in this island. They have no iron, nor steel, nor weapons, nor are they fit for them, because although they are well-made men of commanding stature, they appear extraordinarily timid. The only arms they have are sticks of cane, cut when in seed, with a sharpened stick at the end, and they are afraid to use these. . . . [I] gave a thousand good and pretty things that I had to win their love, and to induce them to become Christians, and to love and serve their Highnesses and the whole Castilian nation, and help to get for us things they have in abundance, which are necessary to us. . . . They firmly believed that I, with my ships and men, came from heaven, and with this idea I have been received everywhere, since they lost fear of me. They are, however, far from being ignorant.

Christopher Columbus to Luis de Santangel, February 15, 1493

Explain how the cultural practices and belief systems of Europeans affected American Indians.



- 2 Standing, there, identified with the American bondman, making his wrongs mine, I do not hesitate to declare, with all my soul, that the character and conduct of this nation never looked blacker to me than on this 4th of July! Whether we turn to the declarations of the past, or to the professions of the present, the conduct of the nation seems equally hideous and revolting. America is false to the past, false to the present, and solemnly binds herself to be false to the future. Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity which is outraged, in the name of liberty which is fettered, in the name of the constitution and the Bible, which are disregarded and trampled upon, dare to call in question and to denounce, with all the emphasis I can command, everything that serves to perpetuate slavery—the great sin and shame of America!

Frederick Douglass, "The Meaning of July Fourth for the Negro," July 5, 1852

How effective was Douglass as an abolitionist speaker? Give two examples from the speech above.

- 3 How can personal financial choices affect a person's quality of life? Give three examples.



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

- 1. Look back over your answers.**
- 2. Put all of your papers inside your test book and close the test book.**
- 3. Stay quietly in your seat until your teacher tells you that testing is finished.**

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Grade 8 Social Studies
RELEASED Form
Spring 2013
Answer Key

Item number	Type	Key	Primary Strand
1	MC	A	H — History
2	MC	B	H — History
3	MC	A	H — History
4	MC	A	H — History
5	MC	C	H — History
6	MC	B	H — History
7	MC	B	H — History
8	MC	A	G — Geography and Environmental Literacy
9	MC	B	G — Geography and Environmental Literacy
10	MC	C	G — Geography and Environmental Literacy
11	MC	A	E — Economic and Financial Literacy
12	MC	B	E — Economic and Financial Literacy
13	MC	C	E — Economic and Financial Literacy
14	MC	C	C&G — Civics and Government
15	MC	B	C&G — Civics and Government
16	MC	D	C&G — Civics and Government
17	MC	B	C&G — Civics and Government
18	MC	D	C — Culture
19	MC	D	C — Culture
20	MC	C	C — Culture



Item number	Type	Key	Primary Strand
21	MC	B	H - History
22	MC	D	H — History
23	MC	A	E — Economic and Financial Literacy
24	MC	C	E — Economic and Financial Literacy
25	MC	B	C&G — Civics and Government
26	MC	D	G — Geography and Enviromental Literacy
27	CR	Rubric	C — Culture
28	CR	Rubric	C&G — Civics and Government
29	CR	Rubric	E — Economic and Financial Literacy

Item Types:

MC = multiple choice

CR = constructed response