

Georgia Milestones

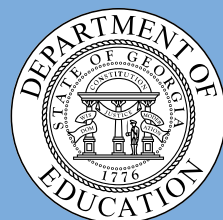
Assessment System



Study/Resource Guide for Students and Parents Social Studies Grade 8



Study/Resource Guide



The Study/Resource Guides are intended to serve as a resource for parents and students.

They contain practice questions for Social Studies. The standards identified in the Study/Resource Guides address a sampling of the state-mandated content standards.

For the purposes of day-to-day classroom instruction, teachers should consult the wide array of resources that can be found at www.georgiastandards.org.

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INTRODUCTION

Please see the *Study/Resource Guide for Students and Parents: Introduction and Overview* document for valuable information about how to use this guide.

DEPTH OF KNOWLEDGE (DOK) EXAMPLE ITEMS

Example items that represent applicable DOK levels of the Social Studies assessment are provided on the following pages. The items and explanations of what is expected of you to answer them will help you prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Example Item 1

Selected-Response

DOK Level 1: This is a DOK level 1 item because it asks students to recall a fact.

Social Studies Grade 8 Content Domain: History

Standard: SS8H2. Analyze the colonial period of Georgia's history.

- a. Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).

What was one purpose of the founding of Georgia?

- A. to establish bases to expand the fur trade
- B. to learn about the culture of the native people
- C. to provide military protection for other colonies
- D. to establish places to practice religious freedom

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) to provide military protection for other colonies. Choice (A) is incorrect because although the fur trade was important to some early explorers and settlers, this was not the purpose of the founding of Georgia colony. Choice (B) is incorrect because although the first settlers of Georgia did interact with the native people, this was not one purpose for the founding of the colony. Choice (D) is incorrect because although some British colonies were established as places where settlers could worship freely, this was not one purpose of the founding of Georgia.

Example Item 2

Selected-Response

DOK Level 2: This is a DOK level 2 item because it involves reasoning and comparing.

Social Studies Grade 8 Content Domain: Geography

Standard: SS8G1. Describe Georgia's geography and climate.

- b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.

Read the information in the box.

This region of Georgia contains the highest elevation in the state. This area also receives the most rainfall of any of the regions.

Which geographic region is described in the box?

- A. Coastal Plain
- B. Valley and Ridge
- C. Appalachian Plateau
- D. Blue Ridge Mountains

Correct Answer: D

Explanation of Correct Answer: The correct answer is choice (D) Blue Ridge Mountains. This region contains the highest mountain range and receives the most rain of all the regions in the state of Georgia. Choices (A), (B), and (C) are all incorrect because they are regions in the state that do not match the description in the box. They receive less rain and are at lower elevations than the Blue Ridge Mountains.

Example Item 3

Selected-Response

DOK Level 3: This is a DOK level 3 item because students must evaluate the advantage described in each answer choice and make an inference as to which one would meet a given criterion.

Social Studies Grade 8 Content Domain: History

Standard: SS8H12. Explain the importance of developments in Georgia since the late 20th century.

d. Analyze Georgia's role in the national and global economy of the 21st Century, with regard to tourism, Savannah port expansion, and the film industry.

A production company is considering filming a movie in Georgia. Which statement would probably be MOST persuasive in convincing the company to film in Georgia?

- A. Georgia's rivers provide recreational opportunities for production companies.
- B. Georgia's many hotels and restaurants are available to serve production companies.
- C. Georgia's state and local governments offer financial incentives to production companies.
- D. Georgia's unemployed people are available for temporary work with production companies.

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) Georgia's state and local governments offer financial incentives to production companies. Georgia's state government has offered significant tax credits to film and television production companies as an incentive to attract new business to the state. Choices (A), (B), and (D) are incorrect because although Georgia's physical features, hospitality services, and available workers would be attractive to production companies, these would not likely be the most persuasive factors in determining film locations.

CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 8 Social Studies EOG assessment. This includes key terms and important vocabulary words. This section also contains practice questions, with explanations of the correct answers, and activities that you can do with your classmates or family to prepare for the assessment.

The organization of Social Studies units in this guide is based on Frameworks developed by the Curriculum and Instruction Division of the Georgia Department of Education. The Social Studies section begins with Unit 2. Unit 1 focuses on overarching themes and concepts, rather than on specific standards. Unit 1 will, therefore, not be a part of the EOG assessment. These Frameworks can be accessed at <https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-Grade-8.aspx>.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Content Description

The four domains (History, Geography, Government and Civics, and Economics) are fully integrated.

Some of the topics you will study in this guide are the following:

- Georgia history, geography, government, and economics
- Georgia's role in the history of the United States and the impact of historical events on the state, with a primary focus on the period from the Civil War to the present
- Georgia's role in and contributions to American history
- The impact of historical figures and events and how they shape and define contemporary economic, political, and social conditions in Georgia
- The influence of location and physical features on economic growth and development in the state of Georgia
- Georgia's location relative to the nation, continent, and Western Hemisphere
- The process of government in the state of Georgia and the political role of citizens under its constitution
- The political and legal structures and institutions that govern Georgia
- The factors that have influenced and shaped Georgia's economic growth and development
- The importance of both domestic and international trade, the role of the entrepreneur in generating economic growth and productivity, personal money management, and government revenue sources

Unit 2: Geography of Georgia and the American Indians

In this unit, you will study the geography of Georgia. You will learn about the rivers, mountains, plains, and plateaus. You will locate specific places, such as the barrier islands and Okefenokee Swamp. You will learn about the climate in the state. You will also learn about the development that occurred among prehistoric cultures.

KEY TERMS

American Indians: Many groups of American Indians lived in what is now Georgia when the first Europeans arrived. These groups typically obtained food by farming, hunting, fishing, and gathering. They grew corn and other vegetables and hunted deer and other game. They used tools such as bows and arrows, nets, traps, and spears. Many Indians lived in wattle and daub houses, which were made of walls from interwoven sticks and twigs covered with mud or clay. (SS8H1a)

Appalachian Mountains: A large mountain chain in eastern North America extending from Canada into Alabama. (SS8G1c)

Barrier islands: A group of mostly undeveloped islands along Georgia's coast. The islands protect the mainland from storms and erosion. (SS8G1c)

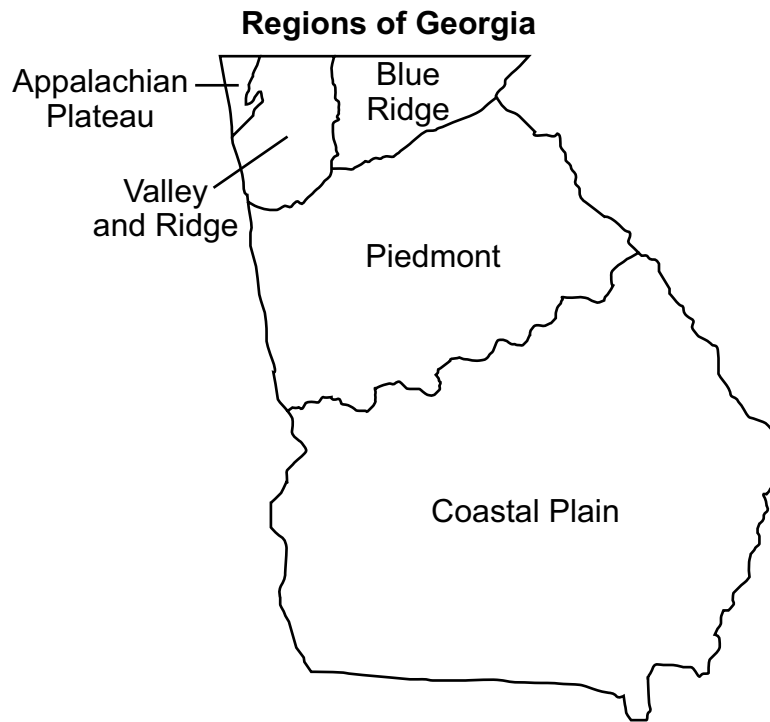
Chattahoochee River: A long river that flows from northern Georgia along the Georgia/Alabama border and into the Apalachicola River. The river is used for rafting and fishing and is a national recreation area. (SS8G1c)

Fall Line: A geological boundary that divides the rocks of the upper Coastal Plain from those of the Piedmont. Because the line is marked by rivers, it has been a center for commerce and trade throughout Georgia's history. (SS8G1c)

Georgia: A state in the southern United States and the last of the thirteen original colonies. It is the largest state east of the Mississippi River. Parts of Georgia have a subtropical climate, but the areas northwest of the Chattahoochee River are cooler. The state is the largest producer of peanuts in the United States. (SS8G1a)

Okefenokee Swamp: A large but shallow wetland in southeast Georgia and northeast Florida. It is the largest freshwater swamp in North America. Much of the area is today protected as part of a national refuge. (SS8G1c)

Regions: Georgia can be divided into regions based on similarities in geographic features such as climate, rocks and minerals, soil, elevation, and vegetation. The state is often divided into these five regions: Appalachian Plateau, Valley and Ridge, Blue Ridge, Piedmont, and Coastal Plain. (SS8G1b)



Savannah River: A river that begins in South Carolina, flows along the South Carolina/Georgia border, and empties into the Atlantic Ocean. It is about 300 miles long. (SS8G1c)

KEY IDEA

Regions of Georgia

Region	Location	Climate	Agriculture	Economic Contribution
Appalachian Plateau	northwestern Georgia	cooler temperatures, some snow and ice in winter	corn, soybeans	coal, forestry, limestone, tourism
Valley and Ridge	northern Georgia	cooler temperatures, some snow and ice in winter	corn, cotton, soybeans, timber, wheat	mining, textiles
Blue Ridge	northeastern Georgia	cooler temperatures, highest precipitation rate	apples, corn, livestock, vegetables	mining, timber
Piedmont	central Georgia	hot and humid summers, some snow in winter	cattle, cotton, hogs, poultry/eggs, soybeans, wheat	aircraft and automobile manufacturing, carpet milling, poultry processing, timber
Coastal Plain	southern Georgia	hot and humid summers, cool winters	cotton, onions, peaches, peanuts, pecans, soybeans	fishing, pulp and paper, recreation, seafood processing, tourism

(SS8G1b)

SAMPLE ITEMS

Item 1

Drop-Down Technology-Enhanced

Complete the paragraph by selecting the correct phrase from each drop-down menu.

The Mississippians were American Indians who lived in Georgia when Europeans first arrived in the mid-1500s. These Indians had several unique characteristics. Their shelters were mostly made from .

They obtained most of their food by .

➡ Use a mouse, touchpad, or touchscreen to click on the arrow beside each of the two blank boxes. When you click on the arrow, a drop-down menu will appear, showing you all the possible options for that blank box. Each drop-down menu with its options is shown below.

The Mississippians were American Indians who lived in Georgia when Europeans first arrived in the mid-1500s. These Indians had several unique characteristics. Their shelters were mostly made from .

They obtained most of their food by .

growing crops

raising animals

hunting whales

hunting buffalo

adobe bricks

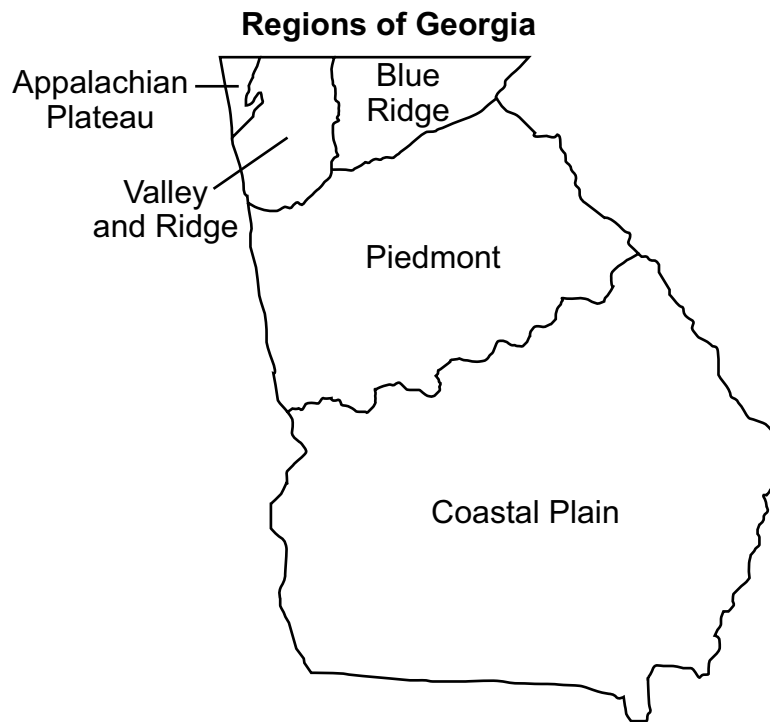
cedar planks

sticks and mud or clay

buffalo hides and wooden poles

Item 2**Selected-Response**

Examine the map.



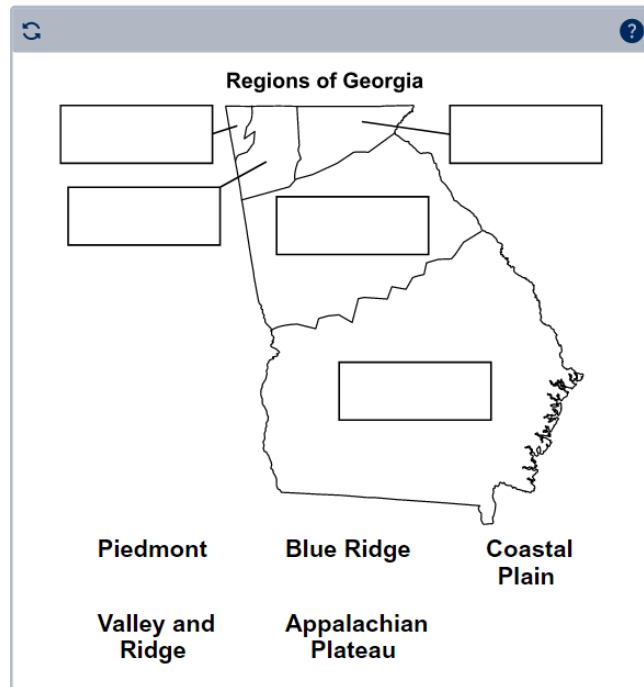
In which region of Georgia is the Okefenokee Swamp located?

- A.** Piedmont
- B.** Blue Ridge
- C.** Coastal Plain
- D.** Valley and Ridge

Item 3

Drag-and-Drop Technology-Enhanced

Move and place each region name into the correct box on the map.



Use a mouse, touchpad, or touchscreen to move each region name into the correct box on the map. All region names should be used.

SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	SS8H1a	2	N/A	See scoring rubric and exemplar response on page 16.
2	SS8G1c	2	C	The correct answer is choice (C) Coastal Plain. The Okefenokee Swamp is located in this region. Choices (A), (B), and (D) are the names of other Georgia regions.
3	SS8G1b	1	N/A	See scoring rubric and exemplar response on page 17.

EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 1

Scoring Rubric

Points	Description
2	The student correctly selects both drop-down menu options.
1	The student correctly selects one drop-down menu option.
0	The student correctly selects no drop-down menu options.

Exemplar Response

The correct response is shown below.

The Mississippians were American Indians who lived in Georgia when Europeans first arrived in the mid-1500s. These Indians had several unique characteristics. Their shelters were mostly made from sticks and mud or clay. They obtained most of their food by growing crops.

The correct responses are “sticks and mud or clay” and “growing crops.” The Mississippians constructed one-room, circular wattle and daub shelters, with walls made from interwoven sticks covered with mud or clay. They also practiced agriculture, growing corn and other crops.

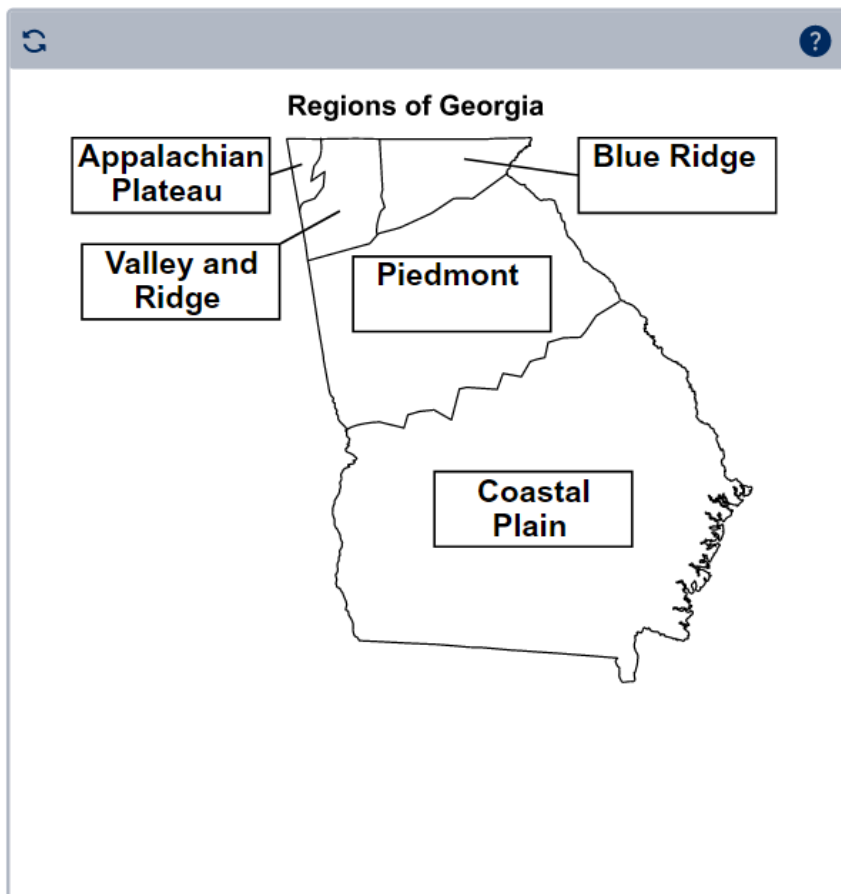
Item 3

Scoring Rubric

Points	Description
2	The student correctly labels all five regions.
1	The student correctly labels two, three, or four regions.
0	The student correctly labels one or no regions.

Exemplar Response

The correct response is shown below.



The Georgia region located in the northwestern corner of the state is the Appalachian Plateau. Bordering this region to the east is the Valley and Ridge region. The region in the northeastern corner is the Blue Ridge region. The middle region is the Piedmont, and the southernmost region is the Coastal Plain. Incorrect responses would consist of placing labels in the wrong regions or not labeling one or more regions.

Unit 3: Exploration and Colonization

In this unit, you will learn about Georgia's past. You will study the explorers who came here and set up colonies. You will learn about the American Indians who lived in Georgia. You will read about the royal governors who ruled the state at one time.

KEY TERMS

Charter of 1732: Signed by King George II, it established the royal colony of Georgia and appointed a Board of Trustees to govern it. (SS8H2a)

Hernando de Soto: A Spanish explorer and conquistador who landed in what came to be known as Florida in 1539. He explored the Southeast, including Georgia, from 1539 to 1542. He and his 600 men searched for wealth, sparking conflict with American Indian groups, whom they exploited and enslaved. (SS8H1c)

European exploration: The Spanish and British sent explorers to the southeastern part of North America. The Spanish, believing the area to be rich in gold, searched for wealth. They also believed it was their mission to convert the natives to Christianity. The British wanted to colonize the area for a number of reasons. Some sought the riches offered by the area's abundance of resources. Others hoped to escape religious persecution in Europe. (SS8H1b)

Highland Scots: A group of Scottish people who came to Georgia in the 1730s. Known for being good soldiers, they provided protection for the colony. They founded the city of Darien along the colony's southern border. (SS8H2c)

Jews: People descended from the Hebrews of the Middle East whose traditional religion is Judaism. The trustees included a prohibition of Jews in Georgia in the original charter; however, a group of Portuguese Jews arrived in Georgia soon after the colony was established. In the group was a doctor, Samuel Nunes, who is often credited for "saving the colony." Against the rules of the trustees, Oglethorpe allowed the Jewish immigrants to settle in Savannah. (SS8H2c)

Land ownership: Under the royal charter signed by King George II, colonists were not permitted to own land. This caused discontent, because of their hard work in developing and cultivating the region. (SS8H2d)

Malcontents: A group of mostly Scottish colonists who loudly opposed the policies of James Oglethorpe and Georgia's Board of Trustees. (SS8H2c)

Mary Musgrove: An American Indian woman who was James Oglethorpe's Creek interpreter and negotiator during Georgia's earliest years. (SS8H2b)

James Oglethorpe: The British general and philanthropist who helped to found the colony of Georgia. Oglethorpe was one of the original trustees, and the only trustee to come to Georgia. (SS8H2b)

Philanthropy: The desire to help others (charity). Philanthropy, economics, and defense were the main reasons for Georgia's founding. James Oglethorpe and the trustees hoped to create a colony for the poor and debt-ridden people of England. However, no debtor was ever released from debtors' prison to come to Georgia. (SS8H2a)

Salzburgers: A group of German-speaking Protestant refugees who helped settle the colony of Georgia in the 1730s. (SS8H2c)

Savannah: A Georgia city near the mouth of the Savannah River, founded in 1733 by James Oglethorpe. Savannah was Georgia's first city and first capital. (SS8H2b)

Slavery: A condition in which people are considered legal property of someone and are forced to obey their owners. The Charter of 1732 banned slavery in the colony of Georgia, but many colonists growing labor-intensive crops felt that they needed enslaved workers in order to become as economically stable and successful as the Carolinas. (SS8H2d)

Spanish missions: Places of worship set up by Spanish Catholic missionaries to convert native peoples to Christianity. In Georgia, many such places were established along the barrier islands. (SS8H1c)

Tomochichi: A Creek leader who acted as a mediator between British settlers in Georgia and the American Indians of the region. (SS8H2b)

Trustee Period: The period from 1732 to 1752 when a board of trustees governed the colony of Georgia. (SS8H2c)

SAMPLE ITEMS

Item 4

Selected-Response

Read the information in the chart.

	Dates of Exploration/ Colonization of the Southeast	Motives for Exploration and Colonization	Key Details
Spanish	1500s–1600s	Conversion of American Indians to Catholicism, adaptation of American Indians to Spanish social and economic colonial system, and the search for silver and gold	The Spanish established missions, which eventually collapsed because of the deaths of American Indians from disease and from slave raids by English traders.
French	1500s	To claim land in the Southeast and find resources to trade	Although the French managed to establish colonies north and south of Georgia in South Carolina and Florida, both colonies were short-lived.
British	1600s	To find deerskins and other items to trade, claim land in the Southeast, and limit Spanish influence in Florida	The British trade led to the disruption of American Indian societies in the Southeast.

Which conclusion can BEST be drawn from this chart?

- A. The Spanish supported French land claims in the Southeast.
- B. The Spanish had the least impact on the American Indians in the Southeast.
- C. The Spanish, French, and British all had economic interests in the Southeast.
- D. The Spanish, French, and British all wanted to bring their religion to the Southeast.

Item 5

Selected-Response

Read the information in the box.

- Many American Indians converted to a new religion.
- American Indians allied themselves with various European groups.
- Many American Indians became ill from newly introduced diseases.
- American Indian economies responded to European demand for goods.

Which of these was the **MAIN** cause of the conditions listed in the box?

- A. the American Revolution
- B. the Spanish search for gold
- C. European exploration and colonization
- D. European involvement in the slave trade

SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
4	SS8H1b	3	C	The correct answer is choice (C) The Spanish, French, and British all had economic interests in the Southeast. The conclusions in choices (A), (B), and (D) are not supported by the chart.
5	SS8H1c	2	C	The correct answer is choice (C) European exploration and colonization. Choices (A), (B), and (D) are incorrect because although some of the conditions listed in the box were caused by these events, only European exploration and colonization caused all of them.

Unit 4: Statehood

In this unit, you will study Georgia's history and how Georgia became a state. You will learn about important events in Georgia's past, such as the Battle of Kettle Creek, the invention of the cotton gin, the Dahlonega Gold Rush, the Trail of Tears, and the building of railroads. You will study famous battles of the American Revolution and learn more about key historical figures such as Andrew Jackson and John Marshall.

KEY TERMS

Articles of Confederation: The first constitution of the United States of America. Because it allowed for only a weak central government, it was later replaced with the U.S. Constitution, which established a federal government with a president, a judicial system, and the authority to tax. (SS8H3d)

Battle of Kettle Creek: A battle of the American Revolution fought in Georgia on February 14, 1779. The battle raised the morale of Georgia Patriots, gave them much needed supplies, and set the stage for several victories in the southern backcountry toward the end of the war. (SS8H3c)

Cherokee: A group of American Indians who lived in the southeastern United States, including Georgia, before being forcibly removed to reservations in Oklahoma on what would become known as the Trail of Tears. (SS8H4e)

Cotton gin: A machine that separates small particles, such as seeds, from cotton fibers. Its invention in the 1790s made cotton easier to process and cheaper to produce. It had a profound impact on Georgia, where cotton became a large and profitable industry, and it enabled the state to trade with not only other states but also other nations. Due to the cotton gin's effectiveness and the crop's profitability, slavery increased in Georgia and the Deep South. This led to the South's support and defense of the institution of slavery and later led to the Civil War. (SS8H4c)

Creek: A group of American Indians who lived in the southeastern United States, including Georgia, before being moved to reservations in Oklahoma. The Creek chief William McIntosh supported the efforts of the U.S. government to obtain Creek land. (SS8H4d)

Dahlonega Gold Rush: A rapid increase of settlers to Georgia sparked by the discovery of gold near the town of Dahlonega. It spread throughout the state and onto land given to American Indian groups as part of a treaty. Land seized from the Creek and Cherokee for the white settlers eventually led to the removal of the Indians on what would become known as the Trail of Tears. (SS8H4e)

Georgia's state constitution: A document that divides Georgia's government into three branches: the legislature, which is bicameral (two houses); the judiciary, which is made up of the state supreme court and lower courts; and the executive, which is presided over by the governor. Checks and balances among the branches prevent any one branch from becoming too powerful. (SS8CG1a, b)

Headright system: A system in which up to 200 acres of land were granted to people willing to voyage from Great Britain or from other colonies to settle in Georgia colony. Georgia employed the system in an effort to grow its population. (SS8H4b)

Andrew Jackson: The president of the United States during the Georgia Gold Rush. He ordered the Cherokee and Creek off Georgian land granted to them by a treaty with the U.S. government. This action led to the removal of the American Indians on what would become known as the Trail of Tears. (SS8H4e)

Land lotteries: A system employed by the state of Georgia in the early 1800s in which some citizens could register to win land previously held by the Cherokee and the Creek. (SS8H4b)

Loyalist: A colonist who remained loyal to the British government during the American Revolution. (SS8H3c)

John Marshall: The chief justice of the U.S. Supreme Court at the time of *Worcester v. Georgia*. (SS8H4e)

William McIntosh: A controversial Creek chief who supported the United States in its efforts to take Creek land. (SS8H4d)

Patriot: A person who supported breaking from the British government and forming a new government ruled by colonists. (SS8H3c)

Railroad: A means of transporting people and goods that made interstate commerce easier and more profitable beginning in the mid- to late 1800s. (SS8H4c)

John Ross: A chief who presided over the Cherokee during their migration from Georgia to Oklahoma on what is commonly known as the Trail of Tears. (SS8H4e)

Siege of Savannah: A battle of the Revolutionary War that took place in 1779. It was the second-deadliest clash of the war. The British maintained control of Savannah at the end of the siege. (SS8H3c)

Signers of the Declaration of Independence: Button Gwinnett, Lyman Hall, and George Walton were the three Georgians who signed the Declaration of Independence. Gwinnett was a British-born colonist who served in the colonial legislature and the Second Continental Congress. Hall served in the Second Continental Congress and as governor of the state of Georgia. Walton also served as governor of Georgia. (SS8H3b)

Trail of Tears: The route along which various American Indian groups were forced to walk from the Southeast to reservations west of the Mississippi. (SS8H4e)

University of Georgia: A university created by the General Assembly in 1785. It was the first university in the United States to be created by a state government and it later became a land-grant institution. The founders believed that educated citizens were important to a democratic society, that education should be available to all people, and that the government had a role in providing education. (SS8H4a)

Worcester v. Georgia: The case in which the U.S. Supreme Court ruled that states could not make or enforce laws dealing with American Indian groups, reserving such authority for the federal government. (SS8H4e)

Yazoo land fraud: The controversial sale of land by the governor of Georgia and the state's legislature during the mid-1790s. Tracts of land in what would become Mississippi and Alabama were sold cheaply to political supporters. Though reformers later passed a law nullifying the sales, the U.S. Supreme Court overruled the law. (SS8H4b)

KEY IDEA

The American Revolution

In the 1750s, conflict between the British and the French over control of North America escalated. The result was a war, known as both the Seven Years' War and the French and Indian War, that lasted from 1754 to 1763. Ultimately, British victories forced the French to sign over much of their territory.

Following the war, King George III signed the Proclamation of 1763, which forbade British colonists from settling west of the Appalachian Mountains. The settlers were unhappy with this, and their discontent grew when the king passed various acts to recoup the costs Britain had incurred during the war. These included the Stamp Act of 1765, which was the first British tax levied directly on American colonists. Every newspaper, pamphlet, and legal document had to include a British seal that was taxed. The Intolerable Acts were passed by Parliament to punish the colonies after the Boston Tea Party. These laws forced American colonists to quarter, or house, British soldiers in their homes and allowed royal officials accused of crimes to be tried in Britain rather than America.

In response, a group of leaders in the colonies formed the Continental Congress. They formally declared their independence from Britain in 1776 in a document known as the Declaration of Independence. They sent the document to King George III, who rejected it. War broke out, the colonists won, and the United States of America became an independent nation. (SS8H3a)

SAMPLE ITEMS

Item 6

Selected-Response

What was one reason for the Siege of Savannah during the American Revolution?

- A. to end the colonial boycott of British products
- B. to end the British military occupation of the city
- C. to force Savannah Loyalists to support the independence movement
- D. to force Savannah businesses to provide military support to the Patriots

Item 7

Selected-Response

How did the development of the cotton gin influence the economy of Georgia?

- A. The planting of cotton became quicker, leading to an increase in farm workers' wages.
- B. Cotton mills in the state became more efficient, helping the South to industrialize.
- C. Cotton could be processed much faster, leading to an increase in demand for slave labor.
- D. Southern plantations moved their cotton swiftly to northern factories, raising the price of cotton.

SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	SS8H3c	2	B	The correct answer is choice (B) to end the British military occupation of the city. Choice (A) is incorrect because there was no boycott of British products. Choice (C) is incorrect because, although Savannah, like most American cities, had both Loyalists and Patriots, the main objective of the siege was to end British occupation. Choice (D) is incorrect because this was not a goal of the Continental Army.
7	SS8H4c	2	C	The correct answer is choice (C) Cotton could be processed much faster, leading to an increase in demand for slave labor. Choices (A), (B), and (D) are incorrect because they are unrelated to the cleaning of cotton for the mills.

Unit 5: The Civil War

In this unit, you will study the Civil War period of history. You will learn about the passage of constitutional amendments and some major battles of the Civil War. You will read about many key events, including the Compromise of 1850, the Dred Scott decision, the Emancipation Proclamation, Sherman's March to the Sea, and tenant farming.

KEY TERMS

Andersonville: A small town in southwest Georgia known for its Confederate prisoner-of-war camp. (SS8H5b)

Chickamauga: The largest battle fought in the state of Georgia. The battle lasted three days and was the second-bloodiest battle of the Civil War. This was the largest Union defeat in the west. (SS8H5b)

Civil War: The name of a war fought in the United States between the Northern industrial states and the Southern agricultural states (which had seceded over the issue of slavery and states' rights). It lasted from 1861 to 1865. (SS8H5a)

Compromise of 1850: A federal compromise between anti-slavery and pro-slavery forces. It allowed each new state to determine its own status as a free or slave state when entering the Union. It also resulted in California joining the Union as a free state and the passage of the Fugitive Slave Act. (SS8H5a)

Debate over secession: Even within the Southern states, there was much debate over whether leaving the Union was constitutional. Ultimately, Georgia voted to secede. (SS8H5a)

Dred Scott: A slave who, on the basis of having lived in free states, sued for his freedom in federal court. The U.S. Supreme Court ultimately decided that, as "property," he had no right to sue. The court also declared parts of the Missouri Compromise unconstitutional because they deprived slave owners of their property. (SS8H5a)

Election of 1860: A presidential election that focused on the issue of slavery. Abraham Lincoln, the Republican nominee, opposed slavery, though he promised not to abolish the institution. When he won, however, a number of Southern states voted to secede from the Union. (SS8H5a)

Emancipation Proclamation: An executive order issued by President Abraham Lincoln on January 1, 1863, in the midst of the Civil War, declaring an end to slavery in those states that had seceded from the Union. (SS8H5b)

Freedmen's Bureau: A government agency established to help former slaves and poor whites in the South after the Civil War. It helped former slaves adjust to their new freedoms and responsibilities. (SS8H6c)

Georgia Platform: A statement issued by the Georgia Convention in response to the Compromise of 1850, affirming state acceptance of the Compromise. (SS8H5a)

Ku Klux Klan: A secretive, violent organization of white supremacists that arose after the Civil War to restrict the rights of African Americans/Blacks. (SS8H6c)

Nullification: The failure or refusal of a state to follow or enforce a federal law. A constitutional crisis was created when the state of South Carolina passed an ordinance declaring that two federal tariffs would not be observed. (SS8H5a)

Reconstruction: A period of rebuilding the country after the Civil War, during which the former Confederate States were governed under strict regulations before being readmitted into the Union. (SS8H6b)

Sharecropping: An institution of labor in which laborers agree to exchange labor and a portion of their crops to a land owner in return for land to work. Though sharecropping and tenant farming were similar, there was a major difference. Tenant farmers usually owned their own tools, animals, and other equipment, while sharecroppers brought only their labor into the agreement. (SS8H6e)

Sherman's Atlanta Campaign: A series of battles fought in Georgia after Union General William T. Sherman invaded the state in an attempt to weaken the South. (SS8H5b)

Sherman's March to the Sea: The movement of General William T. Sherman's Union forces from Atlanta, Georgia, to the port of Savannah, resulting in the capture of the port. The march destroyed much of the Confederate army's infrastructure, support, and trade routes. (SS8H5b)

Slavery: The ownership and forced labor of one person by another. In the early history of the United States, many Black men and women were enslaved in the South. Tensions between anti-slavery forces and pro-slavery forces led to the American Civil War. (SS8H5a)

States' rights: The idea that each state can pass laws without federal involvement. In the decades leading up to the Civil War, most Southerners saw slavery as a states' rights issue. (SS8H5a)

Tenant farming: A system, prevalent in the South after the Civil War, in which landowners allowed farmers to cultivate their land for a percentage of the profits and/or rent and food. Though sharecropping and tenant farming were similar, there was a major difference. Tenant farmers usually owned their own tools, animals, and other equipment, while sharecroppers brought only their labor into the agreement. (SS8H6e)

Union blockade: A strategy by the Union navy to prevent the South from trading its goods with Europe. (SS8H5b)

13th Amendment: An amendment to the U.S. Constitution that ended slavery in the states. (SS8H6a)

14th Amendment: An amendment to the U.S. Constitution that granted citizenship rights to all persons born in the United States. The amendment also declared that no state could make laws that took away rights of citizens. The amendment was ratified in 1868 to protect the rights of freed slaves after the Civil War. (SS8H6a)

15th Amendment: An amendment to the U.S. Constitution that guaranteed each individual's right to vote, regardless of race. (SS8H6a)

SAMPLE ITEMS

Item 8

Selected-Response

How did Sherman's March to the Sea affect the state of Georgia?

- A. Sherman's march diverted Union attention from Georgia, allowing the state's militia to recover.
- B. The March to the Sea destroyed Georgia's agriculture and roads, devastating the state's economy.
- C. People in the state were proud that Georgia-born Sherman distinguished himself during the march.
- D. The March to the Sea was the first time the Union army actually entered the state of Georgia.

Item 9

Drop-Down Technology-Enhanced

Complete the paragraph by selecting the correct phrase from the drop-down menu.

During Reconstruction, Democrats in the Georgia General Assembly expelled the recently elected African American/Black members. One reason for this action was .



Use a mouse, touchpad, or touchscreen to click on the arrow beside the blank box. When you click on the arrow, a drop-down menu will appear, showing you all the possible options for the blank box. The drop-down menu with its options is shown on the next page.

Go on to the next page to finish item 9.

Item 9. *Continued.*

During Reconstruction, Democrats in the Georgia General Assembly expelled the recently elected African American/Black members. One reason for this action was

▼

to end Jim Crow laws

to gain political power

to reinforce military rule

to promote New South goals

SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
8	SS8H5b	2	B	The correct answer is choice (B) The March to the Sea destroyed Georgia's agriculture and roads, devastating the state's economy. Choices (A) and (C) are incorrect because Sherman was a Union general, not a Confederate general. Choice (D) is incorrect because the March to the Sea was not the first time that the Union army entered Georgia.
9	SS8H6d	2	N/A	See scoring rubric and exemplar response on page 32.

EXAMPLE SCORING RUBRIC AND EXEMPLAR RESPONSE

Item 9

Scoring Rubric

Points	Description
1	The student correctly selects the drop-down menu option.
0	The student does not correctly select the drop-down menu option.

Exemplar Response

The correct response is shown below.

During Reconstruction, Democrats in the Georgia General Assembly expelled the recently elected African American/Black members. One reason for this action was to gain political power.

The correct response is “to gain political power.” The Democrats, along with their white Republican supporters, voted for this expulsion to maintain their political power and to deny the rights of African Americans/Blacks.

ACTIVITY

The following activity develops skills in Unit 5: The Civil War.

Standard: SS8H6c

Impact of Reconstruction

1. Select one of the topics listed below:
 - a. Freed slaves
 - b. Plantation owners
 - c. White sharecroppers
 - d. Ku Klux Klan
 - e. Freedmen's Bureau
2. Research the topic and note the following:
 - a. The status of this group before the Civil War
 - b. How the group was affected by the events of the Civil War
 - c. How Reconstruction has changed the group's life (in positive and/or negative ways)
 - d. How the group might feel about the changes Reconstruction brought to Georgia
3. Imagine that you lived in 1876. Based on your research, write a letter to your local newspaper giving your opinion on whether Reconstruction should be ended in the South. Be sure to cite evidence (based on your research) on how Reconstruction has affected Georgia.
4. This activity could be adapted to different eras in Georgia history. Possibilities include the following:
 - a. Georgia Exploration and British Colonization (American Indians, mission American Indians, Spanish, English, etc.)
 - b. Revolution (American Indians, enslaved Africans, Loyalists, Patriots, British soldiers)
 - c. Civil War (enslaved Africans, soldiers' wives and sisters, soldiers, generals, plantation owners)
 - d. The New South (rural Georgians, urban Georgians, factory workers, sharecroppers, etc.)

Unit 6: The New South

In this unit, you will read about important people and events of the New South. The focus will be on the changes that occurred in Georgia between the end of the Civil War and the end of World War I. Many new businesses were developed by entrepreneurs as the South became more industrialized like the North.

KEY TERMS

Bourbon Triumvirate: A name for the three most powerful politicians of the post-Reconstruction era: John B. Gordon, Alfred H. Colquitt, and Joseph E. Brown. Two goals of the Bourbon Triumvirate were to promote the development of industry in Georgia and to maintain segregation. (SS8H7a)

Disenfranchisement: Being deprived of the right to vote. During the Jim Crow era, Georgia established laws such as poll taxes and literacy tests that prevented African Americans/Blacks and poorer whites from voting, leading to disenfranchisement. (SS8H7b)

W. E. B. Du Bois: A civil rights activist and author known for his opposition to the Atlanta Compromise, which called for African Americans/Blacks to accommodate whites in return for basic educational and economic opportunity. (SS8H7c)

Henry Grady: A journalist from Georgia. He was instrumental in the integration of Southern states back into the Union during the Reconstruction era. He is credited with introducing the term “the New South.” (SS8H7a)

Alonzo Herndon: Born into slavery, Alonzo Herndon was emancipated at the end of the Civil War. He went on to own many businesses, including barber shops in Atlanta and the Atlanta Life Insurance Company. (SS8H7c)

International Cotton Exposition: An event held in Atlanta in 1881 to showcase Atlanta as an industrial center and to promote investment in the state. (SS8H7a)

Jim Crow laws: Starting in the 1890s, Jim Crow laws, named after a fictional African American/Black minstrel character, took away most of the citizenship rights of African Americans/Blacks. Under these laws, most African Americans/Blacks could not vote or serve on juries and were denied many of the other rights of U.S. citizens. (SS8H7b)

Leo Frank: A Jewish man from Atlanta, Georgia, who was convicted of murdering a 13-year-old girl. He was believed to be innocent, and his conviction led to protests and even riots. Some attributed his conviction to prejudice because he was Jewish. After his murder by a lynch mob, the state of Georgia pardoned him. (SS8H7d)

Plessy v. Ferguson: A U.S. Supreme Court decision that upheld the “separate but equal” doctrine. The Court ruled that African Americans/Blacks had political rights under the 14th and 15th Amendments but that social rights were not required. According to the Supreme Court, as long as facilities were equal for both races, they could be separate. (SS8H7b)

Populists: Members of the Populist Party, or “People’s Party,” which formed in 1890 primarily to support resentful farmers and the working class against the interests of railroads, bankers, and corporations. The party gained substantial support among Georgia farmers in the late 1800s and early 1900s. (SS8H7a)

Booker T. Washington: An author and civil rights activist who supported the Atlanta Compromise, which called for African Americans/Blacks to accommodate whites in return for basic educational and economic opportunity. (SS8H7c)

Tom Watson: A writer from Georgia and a leader of the Populist Party of the United States, which sought greater protections for agricultural workers. (SS8H7a)

1906 Atlanta riot: In September of 1906, white mobs killed dozens of African Americans/Blacks and caused property damage in an Atlanta riot. The spark for the riot was a series of local newspaper reports (later proved to be untrue) of alleged assaults by African American/Black men on white women. Other causes of the riot included the large number of unemployed whites, who viewed African Americans/Blacks as threats to jobs and the established social order. (SS8H7b)

SAMPLE ITEMS

Item 10

Selected-Response

Which of these was an effect of the U.S. Supreme Court ruling in *Plessy v. Ferguson*?

- A.** Many African Americans/Blacks became small-business owners.
- B.** Many African American/Black youths were required to work in the fields.
- C.** African Americans/Blacks were restricted from entering many public places.
- D.** African American/Black students had access to a college education for the first time.

Item 11

Drag-and-Drop Technology-Enhanced

Complete the list by moving and placing the correct phrase into the box.

- **The Bourbon Triumvirate**
 - developed railroad and mining industries
 - consisted of powerful political leaders in the post-Reconstruction era
 -
- **opposed New South industrial growth**
- **supported the goals of the Populists**
- **opposed the segregation of public schools**
- **supported the interests of former plantation owners**



Use a mouse, touchpad, or touchscreen to move the correct phrase into the box.

SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
10	SS8H7b	2	C	The correct answer is choice (C) African Americans/ Blacks were restricted from entering many public places. Choice (A) is incorrect because <i>Plessy v. Ferguson</i> enforced segregation and did not promote African American/ Black business owners. Choice (B) is incorrect because African Americans/Blacks were not necessarily forced to work in the fields. Choice (D) is incorrect because African American/Black students attended college throughout the post–Civil War era.
11	SS8H7a	2	N/A	See scoring rubric and exemplar response on page 38.

EXAMPLE SCORING RUBRIC AND EXEMPLAR RESPONSE

Item 11

Scoring Rubric

Points	Description
1	The student correctly completes the list.
0	The student does not correctly complete the list.

Exemplar Response

The correct response is shown below.

The Bourbon Triumvirate

- developed railroad and mining industries
- consisted of powerful political leaders in the post-Reconstruction era
- **supported the interests of former plantation owners**

opposed New South industrial growth

supported the goals of the Populists

opposed the segregation of public schools

The correct response is “supported the interests of former plantation owners.” The Bourbon Triumvirate was a group of three politicians (Joseph E. Brown, Alfred H. Colquitt, and John B. Gordon) who had an important influence on Georgia during the New South Era. Their goals included developing railroad and mining industries, lowering taxes, and supporting the interests of former plantation owners.

Unit 7: The 20th Century

In this unit, you will read about events that happened in the 20th century. These include a drought, the Great Depression, and World Wars I and II. You will learn about the invention of aircraft, the destruction by the boll weevil, the lend-lease program, and the Savannah and Brunswick shipyards.

KEY TERMS

Agricultural Adjustment Act: A federal law passed in 1933, ruled unconstitutional, and then modified and passed again in 1938. It set quotas on farm produce in an attempt to keep farmers in business during the Great Depression. (SS8H8e)

Bell Aircraft: A corporation that manufactured aircraft, including the B-29, and was active during World War II. (SS8H9b)

Boll weevil: A beetle that feeds on flowers and cotton buds. Not native to the United States, it proved disastrous to cotton producers in the American Southeast, including those in Georgia, during the Great Depression. (SS8H8b)

Civilian Conservation Corps: A Great Depression-era work relief program that put young American men to work in rural areas. (SS8H8e)

Drought: A period of little or no rainfall. A widespread drought in the United States during the 1930s created the Dust Bowl in parts of the Midwest and West. (SS8H8b)

The Great Depression: A sustained period of American economic decline. It lasted from 1929 until the mid-1940s. U.S. entry into World War II led to the end of the Great Depression. (SS8H8b)

Lend-Lease Act: The Lend-Lease Act in 1941 let the United States aid the Allies in World War II. It was signed by President Franklin Delano Roosevelt, and it allowed the United States to provide aid to Great Britain. (SS8H9a)

Military bases: Georgia provided more military bases for World War I than any other state. These bases included Fort McPherson, Camp Gordon, Camp Benning, and Camp Stewart. (SS8H8a)

New Deal: A series of laws enacted by President Franklin Delano Roosevelt during the Great Depression, aimed at rebuilding the American economy. (SS8H8e)

Pearl Harbor: A naval base in Hawaii that was attacked by Japan on December 7, 1941, prompting the United States' entry into World War II. (SS8H9a)

Franklin Delano Roosevelt: The president of the United States from 1933 until his death in 1945. He governed the nation during both the Great Depression and World War II. He first visited Brunswick, Georgia, in 1913 on business for the U.S. Navy. After contracting polio in 1921, he returned to the state, this time to visit Warm Springs, where he hoped the waters would restore him to health. He later purchased a home there, visiting often, and it was to become the site of his death. (SS8H8d)

Rural Electrification Administration: A federal agency established by the Rural Electrification Act, which was signed into law by President Franklin Roosevelt in 1936 to bring electricity to rural areas throughout the United States. (SS8H8e)

Richard Russell: Former governor of Georgia and U.S. senator. He was known for working to strengthen national defense as well as for opposing civil rights. (SS8H9c)

Savannah and Brunswick shipyards: Two deepwater ports in Georgia where ships were built. Both were extremely important to the United States during World War II. (SS8H9b)

Social Security Administration: It provides an income to elderly people who can no longer work by giving them benefits based on what they paid into the system while working. (SS8H8e)

Eugene Talmadge: A three-term governor of Georgia who served in the 1930s and 1940s. (SS8H8c)

Carl Vinson: A Georgia native who served in the U.S. House of Representatives. He was the first to hold congressional office for a period of 50 years. He is known as “The Father of the Two-Ocean Navy.” (SS8H9c)

World War I: Known at the time as the Great War, this war was largely fought in Europe, Africa, and parts of Asia. Georgia contributed more than 100,000 men and women to the war effort. (SS8H8a)

World War II: The largest war in history. Conflict extended into Europe, Africa, Asia, and both the Pacific and Atlantic Oceans. (SS8H9a)

SAMPLE ITEMS

Item 12

Selected-Response

Which group of people was MOST affected by the boll weevil in the years between World War I and World War II?

- A. cotton farmers
- B. factory workers
- C. railroad workers
- D. government officials

Item 13

Selected-Response

How was Georgia significant in the life of President Franklin Delano Roosevelt?

- A. President Roosevelt traveled to Warm Springs frequently to recover from complications of polio.
- B. President Roosevelt used his Warm Springs home as his military headquarters during World War II.
- C. President Roosevelt tested his New Deal programs in Georgia before spreading them across the country.
- D. President Roosevelt received support from Georgia Governor Eugene Talmadge to implement New Deal programs.

Item 14**Multi-Select Technology-Enhanced**

Read the information in the box.

The Civilian Conservation Corps (CCC), a public work relief program, was part of the New Deal. Operating between 1933 and 1942, it employed young men to work on conservation projects around the country. Its goals were to provide jobs for young men who had trouble finding work, to provide financial relief for their families, and to develop and conserve natural resources in public rural areas.

Which type of evidence would BEST help determine whether the CCC had been successful in meeting the goals listed in the passage? Select TWO responses.

- A. maps showing locations of CCC camps
- B. letters to family written by CCC participants
- C. legislation authorizing the creation of the CCC
- D. records showing the number of CCC participants
- E. posters encouraging men to apply to join the CCC
- F. estimates of the value of CCC improvements to public lands

SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
12	SS8H8b	2	A	The correct answer is choice (A) cotton farmers. Choices (B), (C), and (D) are incorrect because an insect that attacked cotton plants would not affect these populations as much as it would affect cotton farmers.
13	SS8H8d	2	A	The correct answer is choice (A) President Roosevelt traveled to Warm Springs frequently to recover from complications of polio. Choice (B) is incorrect because President Roosevelt spent most of the World War II years in the nation's capital. Choice (C) is incorrect because although President Roosevelt conceived of some New Deal programs while visiting Georgia, the state was not a testing ground for its programs. Choice (D) is incorrect because Georgia Governor Talmadge was an opponent of President Roosevelt's New Deal policies.
14	SS8H8e	3	D, F	The correct answers are choice (D) records showing the number of CCC participants, and choice (F) estimates of the value of CCC improvements to public lands. Choices (A), (B), (C), and (E) are incorrect because although these pieces of evidence would provide information about the CCC and the program's participants, they would not be especially useful in determining whether the CCC had been successful in meeting the goals listed in the passage.

Unit 8: Post–World War II Georgia

In this unit, you will learn about Georgia after World War II. You will study the rise of agriculture, the growth of businesses, and the importance of transportation. You will also learn about the capital, Atlanta.

KEY TERMS

Agriculture: The science of farming. It is an important part of Georgia’s economy. During the Civil War, cotton was the state’s leading product and was shipped to ports around the world. Today, the state is the world’s leading producer of pecans. It continues to produce cotton and is a major world supplier of peaches, peanuts, rye, and tobacco, as well as poultry and eggs. (SS8H10a)

Ivan Allen Jr.: The two-term mayor of Atlanta during the civil rights era of the 1960s. He opposed segregation and helped revitalize the city’s economy. (SS8H10b)

Atlanta: The capital of and largest city in Georgia, founded in 1837. It is the ninth-largest metropolitan area in the United States, and its economy is the tenth largest in the nation. (SS8H10b)

Entrepreneurship: The process of starting and organizing a business. The economies of many countries are supported by small businesses begun by entrepreneurs who were willing to take risks to start businesses. (SS8E2a, b)

Governor’s Race of 1946: In 1946, Georgia’s governor-elect, Eugene Talmadge, died before taking office. The General Assembly voted his son, Henry Talmadge, into office. The newly elected lieutenant governor, Melvin Thompson, however, insisted that he was the new governor. The Georgia Supreme Court ultimately ruled that Thompson was the rightful acting governor until a special election could be held to replace the elder Talmadge. (SS8H10c)

William B. Hartsfield: The two-time mayor of Atlanta who helped develop the city’s airport into the major transportation hub it has become today. He also worked with civil rights leaders during the Civil Rights Movement. (SS8H10b)

White primary: Primary elections in which only whites were allowed to vote. In 1944, the U.S. Supreme Court ruled them unconstitutional, and most Southern states ended the practice. (SS8H10c)

KEY IDEA

Transportation in Georgia

Georgia is a major transportation hub. The state capital, Atlanta, is one of the nation's leading railroad centers. The city also has one of the nation's largest airports, Hartsfield-Jackson Atlanta International Airport, which has been considered one of the busiest passenger airports in the world since 1998.

Georgia also has two of the nation's busiest deep-water ports at Savannah and Brunswick. Between the years 2000 and 2005, Savannah was the nation's fastest-growing seaport. The port at Brunswick is equally important and was once known as "The Shrimp Capital of the World."

The state is also home to a number of important highways that connect Atlanta to other parts of the nation. Among them is I-75, which connects Michigan to Florida while going through a number of important cities. (SS8E1a)

SAMPLE ITEMS

Item 15

Selected-Response

How did changes in Georgia's agriculture during the second half of the 20th century affect the distribution of the population in the state?

- A. New agricultural practices were developed, leading more people to move to rural areas.
- B. Many small farms were consolidated into larger farms, causing thousands of farmers to move to the cities.
- C. Severe droughts reduced the productivity of farms, forcing farm workers to move to cities and suburbs.
- D. New cotton mills were built as a result of the increase in cotton production, forcing people to move near the mills.

Item 16

Selected-Response

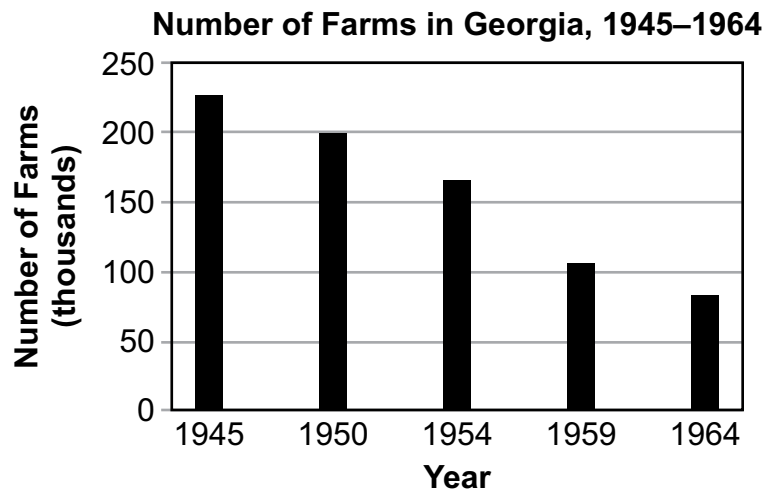
What was ONE way Mayor William B. Hartsfield helped the development of Atlanta?

- A. He brought several major league sports teams to the city.
- B. He helped implement peaceful integration of the city schools.
- C. He promoted the development of a commuter rail line in the city.
- D. He established affirmative action programs for hiring city contractors.

Item 17

Multi-Part Technology-Enhanced

Examine the graph.



Source: U.S. Department of Agriculture

Part A

What was **MOST LIKELY** a major cause of the trend shown on the graph?

- A. the slowed growth of suburbs
- B. an infestation of agricultural pests
- C. the continuation of a long-term drought
- D. an increased use of agricultural technology

Part B

Based on the graph, which conclusion can **BEST** be made about Georgia between 1945 and 1964?

- A. There was a shortage of farm workers in the state.
- B. There was a population shift to urban areas of the state.
- C. There was a surge of immigration to rural areas of the state.
- D. There was a decreased demand for farm products in the state.

SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
15	SS8H10a	2	B	The correct answer is choice (B) Many small farms were consolidated into larger farms, causing thousands of farmers to move to the cities. Choice (A) is incorrect as changes in agricultural practices led people to live in urban areas rather than in rural areas. Choice (C) is incorrect because droughts did not reduce agricultural productivity at this time or force farm workers to move to cities and suburbs. Choice (D) is incorrect because the growth of cotton decreased during this period.
16	SS8H10b	2	B	The correct answer is choice (B) He helped implement peaceful integration of the city schools. Choices (A), (C), and (D) are incorrect because these were accomplishments of other Atlanta mayors.
17	SS8H10a	3	D, B	<p>Part A</p> <p>The correct answer for Part A is choice (D) an increased use of agricultural technology. Choice (A) is incorrect because urban and suburban areas grew during this time period. Choice (B) is incorrect because although the boll weevil did cause widespread damage to Georgia's farms, this occurred during an earlier time period. Choice (C) is incorrect because although drought did affect parts of the United States during the 1930s, this was not a cause of the reduction in farms in Georgia in the post-World War II period.</p> <p>Part B</p> <p>The correct answer for Part B is choice (B) There was a population shift to urban areas of the state. Choice (A) is incorrect because many farm workers lost their jobs during this time period. Choice (C) is incorrect because any immigrants were more likely to move to urban areas where there were more jobs. Choice (D) is incorrect because although there were fewer farms, they were more productive and a growing population would have continued demand for farm products.</p>

Unit 9: Civil Rights

In this unit, you will learn about the Civil Rights Movement and some of its leaders. You will learn about a landmark court case and the March on Washington. You will read about Martin Luther King Jr., John Lewis, and Lester Maddox.

KEY TERMS

Albany Movement: A partnership of the Student Nonviolent Coordinating Committee (SNCC), the National Association for the Advancement of Colored People, and activists from Albany, Georgia, that worked to end segregation. (SS8H11b)

Brown v. Board of Education: A landmark 1954 case in which the U.S. Supreme Court ruled “separate but equal” and race-based segregation of public school students to be unconstitutional. (SS8H11a)

Civil Rights Act of 1964: Ended segregation in public places and banned employment discrimination on the basis of race, color, religion, sex, or national origin. The Act was signed into law by President Lyndon B. Johnson. (SS8H11c)

Civil Rights Movement: A national movement undertaken by African Americans/Blacks and their supporters in the 1950s and 1960s to end segregation and ensure equal rights for minorities. (SS8H11b)

Martin Luther King Jr.: African American/Black civil rights leader of the 1950s and 1960s, from Atlanta, who opposed segregation. He believed in nonviolence and organized the March on Washington. He received a Nobel Peace Prize in 1964. He was assassinated on April 4, 1968. Martin Luther King Jr. Day is a federal holiday honoring his date of birth. (SS8H11b)

John Lewis: A civil rights leader who was chairman of the Student Nonviolent Coordinating Committee (SNCC) and organized the 1963 March on Washington. He has served as a U.S. Representative for Georgia’s 5th congressional district since 1987. (SS8H11b)

Lester Maddox: A segregationist who rose to fame after refusing to serve African Americans/Blacks in his restaurant. After a long legal battle, Maddox closed his restaurant rather than desegregate it. He later became governor of Georgia and softened his views on civil rights. His administration saw improved conditions for minorities in the state, and he later served as lieutenant governor under Jimmy Carter. (SS8H11c)

March on Washington: On August 28, 1963, approximately 250,000 people, mostly African American/Black, gathered before the Lincoln Memorial in Washington, DC, to demand equal protection under the law for African Americans/Blacks. It was at this event that Martin Luther King Jr. gave his famous “I Have a Dream” speech. (SS8H11b)

Sibley Commission: A commission charged by Governor Ernest Vandiver Jr. with studying segregation in the state of Georgia. The commission laid the groundwork for the end of state resistance to forced integration. (SS8H11a)

Southern Christian Leadership Conference (SCLC): A partnership of civil rights organizations and churches that worked for desegregation and other civil rights. The SCLC, led by Martin Luther King Jr. promoted nonviolent direct action to meet its goals. (SS8H11b)

Student Nonviolent Coordinating Committee (SNCC): An organization formed in 1960 to further the cause of equal rights for minorities. It is most famous for organizing sit-ins at universities, and freedom rides into the South. (SS8H11b)

SAMPLE ITEM

Item 18

Selected-Response

What was a major effect of the March on Washington?

- A. It led to the creation of the Sibley Commission.
- B. It led to the president enacting most of the marchers' demands.
- C. It helped many of the march's leaders to win political campaigns.
- D. It created momentum for the passage of the Civil Rights Act of 1964.

SAMPLE ITEM KEY

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
18	SS8H11b	2	D	The correct answer is choice (D) It created momentum for the passage of the Civil Rights Act of 1964. Choice (A) is incorrect because the Sibley Commission’s work took place before the March on Washington. Choice (B) is incorrect because demands for increased civil rights were not assured until the passage of the Civil Rights Act of 1964 under a new president. Choice (C) is incorrect because, while some of the leaders of the march did win political office, this was not the major effect of the march.

Unit 10: Modern Georgia

In this unit, you will learn about modern-day Georgia. You will learn about the development of Atlanta under mayors Maynard Jackson and Andrew Young. You will learn about the Olympic Games of 1996, and you will study President Jimmy Carter and his many contributions to the state and the nation. You will also learn about Georgia's role in the national and global economy of the 21st century.

KEY TERMS

Maynard Jackson: First African American/Black mayor of Atlanta and of a major southern city. He served three terms. (SS8H12a)

Olympic Games of 1996: Held in Atlanta, Georgia, the Summer Games brought international attention to the state. The Games are estimated to have brought over \$5 billion into the city of Atlanta. The economic boost resulted in improved housing, sidewalks, and roads and in the construction of new sports venues in the city. (SS8H12c)

Transportation: Today, there are four major systems of transportation in Georgia that work together to move goods throughout the state, the nation, and the world. These are the interstate highway system, Hartsfield-Jackson Atlanta International Airport, Georgia's deep-water ports, and the state's railroads. All four systems enable goods to enter and leave the state with relative ease. (SS8E1a)

Andrew Young: An African American/Black minister and activist from Georgia who served as a representative for Georgia's 5th District, mayor of Atlanta, president of the National Council of the Churches of Christ in the USA, and U.S. ambassador to the United Nations. (SS8H12a)

KEY IDEAS

Jimmy Carter

Georgia native Jimmy Carter began his career in the U.S. Navy. After leaving the military, Carter, by then married and with three children, took over the family peanut farm.

In 1962, Carter jumped into local politics. He ran for the state senate, losing at first. He challenged the results, and when they were revealed to have been illegally tampered with by a local sheriff, another vote was held and Carter won.

After running for governor and losing, Carter returned to farming. Four years later, he again ran for governor, but this time he won. Carter's major accomplishments as governor include reorganizing state government; improving Georgia's educational, justice, and mental health systems; and appointing many women and minorities to governmental positions.

In 1976, Carter threw his hat into the presidential ring. A relative unknown at first, he became the frontrunner by mid-March of that year. In November, he won the election against incumbent president Gerald Ford with 50.1% of the vote. His presidency proved controversial, but he did oversee the creation of over 10 million jobs. Additional achievements as president include the Camp David Accords between Egypt and Israel and the Strategic Arms Limitation Treaty (SALT II) with the Soviet Union.

Despite losing reelection to Ronald Reagan in a landslide in 1980, Carter has kept busy in his later years. In addition to teaching, lecturing, and writing multiple books, he established the Carter Center in Atlanta in 1982. The purpose of the center is to fight human rights abuses, human trafficking, and disease worldwide. In 2002, he was awarded the Nobel Peace Prize. He is one of only four presidents to win the prize and the only one to do so for work not related to his presidency. (SS8H12b)

Georgia's Role in the National and Global Economy

Georgia has a key role in the national and global economy of the 21st century. Three of the state's top industries are tourism, shipping, and film production. Tourism, from domestic and foreign visitors, recently produced an economic impact of \$59 billion, supported over 400,000 jobs, and generated \$3 billion in tax revenue for the state.

Savannah is the fastest-growing container port and handles millions of container units for thousands of U.S. businesses. Construction is currently underway for an expansion of the port to accommodate larger vessels, thus increasing Georgia's role in domestic and international trade.

The film industry also contributes significantly to the global economy: Georgia ranks third in the nation for film and television production, creating a \$7 billion impact in 2016. Financial incentives, industry professionals, diverse film locations, and numerous other support services contribute to this rapid growth. (SS8H12d)

SAMPLE ITEMS

Item 19

Selected-Response

How has Jimmy Carter contributed to the area of human rights?

- A. He worked for human rights as a constitutional lawyer in Georgia.
- B. He drafted human rights legislation when he was Georgia's governor.
- C. He rescued victims of human rights abuses when he was a naval officer.
- D. He helped build democracies that protect human rights after his presidency.

Item 20

Selected-Response

Which Atlanta event contributed MOST to making it an “international city”?

- A. hosting the Olympic Games
- B. sponsoring jazz music festivals
- C. supporting the Civil Rights Movement
- D. building a public transportation system

Item 21

Drag-and-Drop Technology-Enhanced

The list in the box describes one accomplishment of Mayor Andrew Young. Complete the list by moving the THREE additional accomplishments of Mayor Young into the box.

⌂ ?

Accomplishments of Atlanta Mayor Andrew Young

- hosted the Democratic National Convention
-
-
-

led the expansion of Atlanta's airport

attracted new businesses to the region

brought professional sports teams to the city

worked to bring the Olympic Games to the city

led the development of Atlanta's rapid transit system

brought billions of dollars of investment to Atlanta

➡ Use a mouse, touchpad, or touchscreen to move the correct accomplishments into the box. The accomplishments can be placed in any order in the box. Some accomplishments will not be used.

SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
19	SS8H12b	2	D	The correct answer is choice (D) He helped build democracies that protect human rights after his presidency. Choice (A) is incorrect because he never worked as a constitutional lawyer. Choice (B) is incorrect because he never drafted human rights legislation as governor. Choice (C) is incorrect because, although he served in the U.S. Navy, he did not rescue victims of human rights abuses.
20	SS8H12c	2	A	The correct answer is choice (A) hosting the Olympic Games. Choices (B), (C), and (D) are incorrect because although they are events associated with Atlanta, they did not have an international component.
21	SS8H12a	2	N/A	See scoring rubric and exemplar response on page 56.

EXAMPLE SCORING RUBRIC AND EXEMPLAR RESPONSE



Item 21

Scoring Rubric

Points	Description
2	The student correctly identifies three accomplishments.
1	The student correctly identifies two accomplishments.
0	The student correctly identifies one or no accomplishments.

Exemplar Response

The correct response is shown below.



Accomplishments of Atlanta Mayor Andrew Young

- hosted the Democratic National Convention
- **attracted new businesses to the region**
- **worked to bring the Olympic Games to the city**
- **brought billions of dollars of investment to Atlanta**

led the expansion of Atlanta's airport

brought professional sports teams to the city

led the development of Atlanta's rapid transit system

The correct responses are “attracted new businesses to the region,” “worked to bring the Olympic Games to the city,” and “brought billions of dollars of investment to Atlanta.” Mayor Young brought more than 1,000 new businesses and one million jobs to the region. While mayor, Young initiated a campaign to host the Olympic Games and later became co-chairman of the 1996 Olympic Games in Atlanta. Young also brought billions of dollars of new investment to Atlanta. The response “led the expansion of Atlanta’s airport” is incorrect because Young was not involved in that effort. Another Atlanta mayor, Maynard Jackson, was instrumental in leading the expansion of Atlanta’s airport. The response “brought professional sports teams to the city” was an accomplishment of Atlanta mayor Ivan Allen Jr. The response “led the development of Atlanta’s rapid transit system” is incorrect, as it refers to an accomplishment of Atlanta mayor Maynard Jackson.

Unit 11: State and Local Government

In this unit, you will focus on the state and local government systems. You will learn about laws and the separation of powers. You will study the justice system and the courts and learn something about criminal law and the state's constitution.

KEY TERMS

Executive branch: The branch of government tasked with enforcing the law. It is headed by the governor and includes the aspects of government that cover public safety, education, transportation, human resources, and economic development. It also includes state agencies and law enforcement. (SS8CG3a, b)

General Assembly: Georgia's legislative branch of government is bicameral, meaning it has two houses. Those two houses are the Georgia House of Representatives and the Georgia Senate. Each of the General Assembly's 236 members is elected directly by the people of his or her district and serves a two-year term. Each member must be a resident of the district that he or she represents, must have been a resident of the state for at least two years, and must be at least 25 years of age. The General Assembly includes committees that study and examine issues pertaining to bills before they are presented to the entire Assembly. The ultimate job of the Assembly is to craft the state's laws. (SS8CG2a, b, c, d)

Georgia's state constitution: The Georgia state constitution consists of a preamble, a bill of rights, articles, and amendments. It divides government into three branches: the legislature, which is bicameral; the judiciary, which is headed by the state supreme court; and the executive, which is presided over by the governor. Checks and balances among the branches prevent any one branch from becoming too powerful. (SS8CG1a, b)

Governor: The leader of the executive branch of state government. In Georgia, the governor is tasked with signing bills into law or vetoing them; appointing leaders to various state agencies; and overseeing the state's affairs in general. Candidates for governor must be at least 30 years old when taking office, must have been a U.S. citizen for 15 years, and must have been a resident of the state for at least 6 years. Each term is limited to four years, and individuals are limited to two consecutive terms. (SS8CG3a)

Judicial branch: The branch of government tasked with applying and interpreting laws in the state. It consists of the state Supreme Court, a Court of Appeals, Juvenile Courts, Superior Courts, and additional lower courts. (SS8CG4a, b)

Legislative branch: The branch of government tasked with creating laws for the state. It consists of the Georgia General Assembly. (SS8CG2a, c)

Lieutenant governor: As both the leader of the Senate and the second-in-command of the state, the lieutenant governor is a member of both the legislative and executive branches. He or she is elected by popular vote and reports to the governor. If the governor dies in office, the lieutenant governor assumes the role of governor for the remainder of the term. As president of the Senate, he or she guides bills through the General Assembly but does not vote on them. Each term is four years in length, and candidates must meet the same requirements as candidates for governor. Unlike the governor, the lieutenant governor can run for an unlimited number of terms. (SS8CG3a)

Local government: In Georgia, local government is divided between counties and cities. The counties are overseen by either a single commissioner or a committee of multiple commissioners, who are elected to terms lasting anywhere from two to six years. They hold both legislative and executive power. Cities are mostly governed by a mayor and a city council. (SS8CG6a, b)

Special purpose governments: Districts usually created by cities or counties as “city business improvement” districts. (SS8CG6a)

KEY IDEA

State Revenue

State revenue is the money gathered by the state to pay its bills. This money can be collected through a sales tax charged to customers when they purchase a product, a federal grant given to the state for a specific purpose, personal income taxes collected from an individual from the money he or she makes in a year, and property taxes collected from individuals who own property. The money that is collected is then spent on such things as police officers, firefighters, judges, statewide officeholders, programs designed to benefit members of the state, and so on. (SS8CG2d)

SAMPLE ITEMS

Item 22

Drag-and-Drop Technology-Enhanced

Complete the list by moving and placing the correct phrase into the box.

- can veto legislation
- enforces the state's laws
- oversees the state's executive branch
-

passes the state's operating budget

commands the state's military forces

holds trials in civil and criminal cases

votes on proposed constitutional amendments



Use a mouse, touchpad, or touchscreen to move the correct phrase into the box.

Item 23

Selected-Response

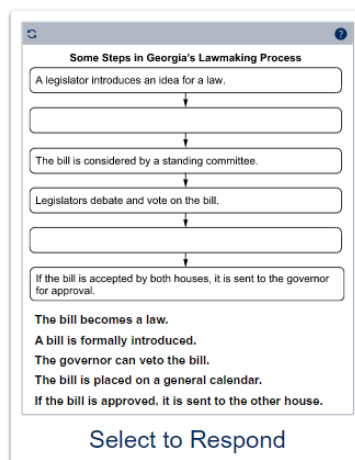
Throughout much of its history, Georgia has had a mostly rural population. How has this affected the development of government in the state?

- A. It has concentrated power in city governments.
- B. It has increased the powers of county governments.
- C. It has increased government representation in urban areas.
- D. It has led to the creation of many special-purpose governments.

Item 24

Drag-and-Drop Technology-Enhanced

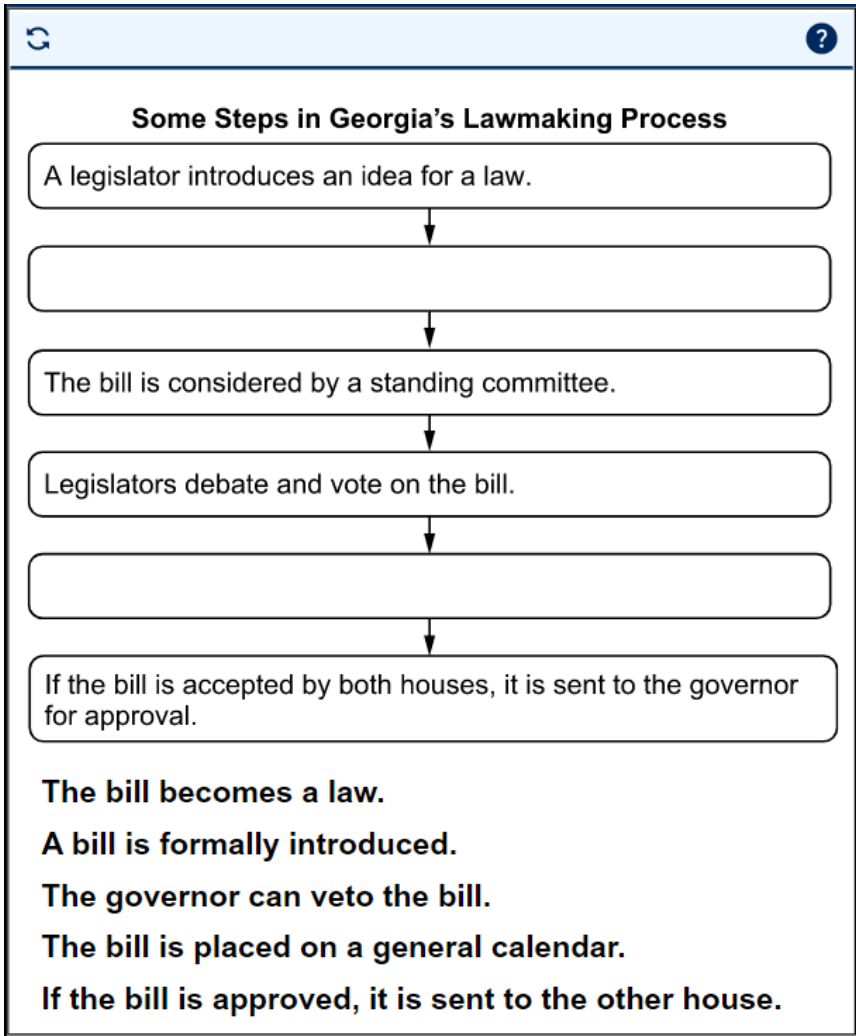
Complete the diagram by moving and placing the correct steps into the TWO empty boxes.



Due to the size of the response area, this item has a “Select to Respond” button on the screen. Clicking this button with your mouse or tapping with your finger will bring up the response area at full size.

Go on to the next page to finish item 24.

Item 24. *Continued.*



➡ Use a mouse, touchpad, or touchscreen to move the two missing steps into the correct boxes in the diagram. Some steps will not be used.

SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
22	SS8CG3a	2	N/A	See scoring rubric and exemplar response on page 64.
23	SS8CG6a	2	B	The correct answer is choice (B) It has increased the powers of county governments. Choice (A) is incorrect because rural areas depended more on county governments than on city governments. Choice (C) is incorrect because rural areas did not result in an increase in urban representation. Choice (D) is incorrect because special-purpose governments are not necessarily associated with rural areas.
24	SS8CG2c	2	N/A	See scoring rubric and exemplar response on page 65.

EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES



Item 22

Scoring Rubric

Points	Description
1	The student correctly completes the list.
0	The student does not correctly complete the list.

Exemplar Response

The correct response is shown below.



Some Powers of the Georgia Governor

- can veto legislation
- enforces the state's laws
- oversees the state's executive branch
- **commands the state's military forces**

passes the state's operating budget

holds trials in civil and criminal cases

votes on proposed constitutional amendments

The correct response is “commands the state’s military forces.” The governor of Georgia is the commander in chief of the state’s National Guard and the Georgia State Patrol. The governor may call these organizations into service during an emergency or in other special situations.

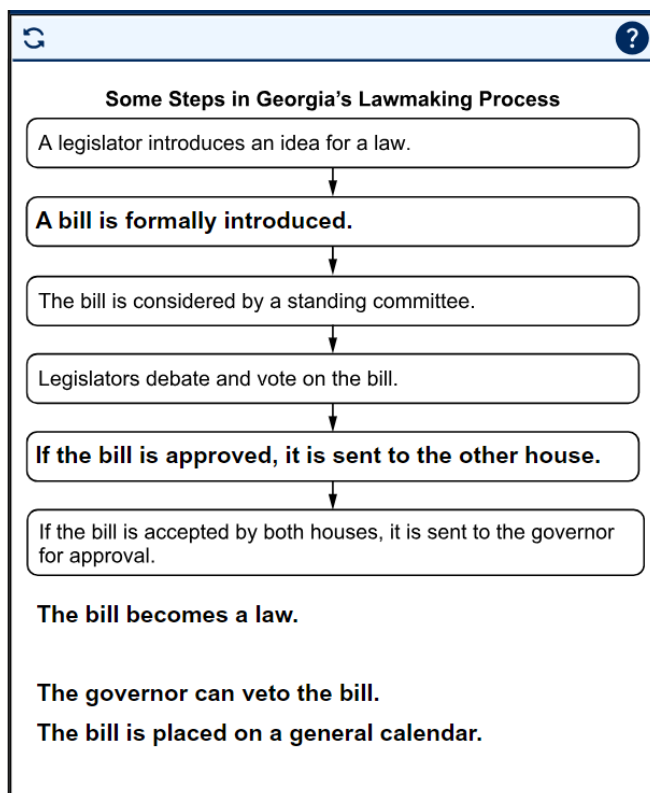
Item 24

Scoring Rubric

Points	Description
2	The student correctly completes two steps.
1	The student correctly completes one step.
0	The student does not correctly complete any step.

Exemplar Response

The correct response is shown below.



The correct response for the first blank box is “A bill is formally introduced.” This step occurs after a legislator introduces an idea for a law and files a bill with the Clerk of the House or the Secretary of the Senate. After that, the bill is formally introduced. The correct response for the second blank box is “If the bill is approved, it is sent to the other house.” The other house will follow the lawmaking process and will have to pass the bill for it to go to the governor for approval. The responses “The bill becomes a law” and “The governor can veto the bill” are steps that occur after the bill is passed by both houses of the legislature. The response “The bill is placed on a general calendar” is a step that occurs before it is approved by either the House or the Senate.

ACTIVITY

The following activity develops skills in Unit 11: State and Local Government.

Standard: SS8CG1

Rights of Citizens

Identify various rights of the citizens of Georgia.

Read the Georgia Constitution, Article I, Section 1. Identify 7–8 rights that may particularly apply to you.

Remember that citizens have rights and responsibilities.

Write down each right in a chart similar to the one below. Then discuss with a family member or friend what these rights mean, and note the meaning in the right column.

Right	What it means

1. Choose a particular right from the 7–8 rights selected.
2. Write a paragraph describing the significance of that right in your life or the lives of people you know. For example, the right to freedom of speech and of the press might mean that a newspaper can publish an editorial about a government leader, Maria can state her opinion at a public meeting, and Parker can write about his ideas in an Internet blog.
3. Share what you wrote with a family member or friend and discuss whether there are other examples of the significance of that right.

Unit 12: Adult and Juvenile Justice Systems

In this unit, you will learn about the adult and juvenile justice systems. You will read about civil and criminal law and the court system.

KEY TERMS

Adult criminal justice system: A system of law enforcement tasked with apprehending, prosecuting, defending, sentencing, and punishing adults who are suspected or convicted of committing crimes. (SS8CG4d)

Civil law: A body of laws that relates to the resolution of legal issues between private individuals which can involve money damages. (SS8CG4c)

Court system: Georgia's judicial branch is divided into trial and appellate courts overseen by a supreme court. Trial courts are concerned with cases that are tried; appellate courts hear appeals from those trial courts. Many judges are chosen by voters in nonpartisan elections, while others are appointed. Midterm vacancies are filled by the governor. One role filled by the judicial branch in Georgia is the interpretation of laws. Courts must sometimes decide whether a law meets the standards set by the state constitution. (SS8CG4a, b)

Criminal law: A body of laws that relates to criminal acts, which can involve the loss of rights and imprisonment. (SS8CG4c)

Delinquent behavior: A type of behavior committed by a juvenile (a person 16 years old or younger) that would be considered criminal if committed by an adult. Theft is an example of delinquent behavior. (SS8CG5a)

Juvenile justice system: A system of justice that treats juveniles differently than adults. It is controlled by the juvenile code and is administered by juvenile courts. (SS8CG5a, b, c)

Unruly behavior: A type of behavior committed by a juvenile that would not be considered criminal if committed by an adult. Truancy is an example of unruly behavior. (SS8CG5a)

SAMPLE ITEMS

Item 25

Selected-Response

Which right do all juveniles have when taken into custody?

- A. the right to a fair trial
- B. the right to be judged as an adult
- C. the right to have a jury of juvenile peers
- D. the right to a lesser sentence than an adult

Item 26

Selected-Response

Which action by a juvenile would be considered delinquent behavior under Georgia law?

- A. stealing from a store
- B. being out after curfew
- C. disobeying family rules
- D. being truant from school

Item 27

Multi-Select Technology-Enhanced

Civil law and criminal law have similarities and differences. Select the TWO statements that are true ONLY about civil law.

- A. Trials are held in superior courts.
- B. Juries can determine the outcome of a trial.
- C. A plaintiff brings a lawsuit against a defendant.
- D. A government brings charges against a defendant.
- E. A defendant can be sentenced to serve time in prison.
- F. A private party tries to settle a disagreement with another private party.

SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
25	SS8CG5b	1	A	The correct answer is choice (A) the right to a fair trial. Choices (B) and (D) are incorrect because they are true only in some circumstances. Choice (C) is incorrect because juvenile cases are judged in the juvenile court and not by a jury of juveniles.
26	SS8CG5a	2	A	The correct answer is choice (A) stealing from a store. Choices (B), (C), and (D) are incorrect because these describe actions that are considered unruly rather than delinquent behavior under Georgia law.
27	SS8CG4c	3	C, F	The correct answers are choice (C) A plaintiff brings a lawsuit against a defendant, and choice (F) A private party tries to settle a disagreement with another private party. Choices (A) and (B) are incorrect because they are true about both civil and criminal law. Choices (D) and (E) are incorrect because they are true only about criminal law.

Unit 13: Personal Finance

In this unit, you will learn about personal finance. You will read about income, budgets, saving, and the uses and risks of debt.

KEY TERMS

Credit: An arrangement to obtain money, goods, or services with a promise to pay later, usually with added interest. (SS8E3d)

Debt: An amount of money that is owed to an individual or institution. (SS8E3d)

Household budget: A finance plan that tracks a household's income and general living expenses. (SS8E3b)

Income: The money a person earns through work or investments. (SS8E3a)

Risk: The possibility of financial loss. People who invest in stocks or bonds, for example, run the risk of losing their invested money. (SS8E3d)

Savings: Money a person or institution sets aside. Money saved in a bank earns interest over time. (SS8E3c)

SAMPLE ITEMS

Item 28

Selected-Response

Which of these is an example of income?

- A. Ali buys a new pair of brand-name sneakers.
- B. Sam takes out a loan to pay for his tuition for college.
- C. Maria puts money into a savings account at her local bank.
- D. Timothy earns an hourly wage working at a fast-food restaurant.

Item 29

Selected-Response

Which phrase describes a significant risk associated with mishandling credit?

- A. paying more sales taxes
- B. paying higher interest rates
- C. receiving higher credit scores
- D. receiving more credit card offers

Item 30**Multi-Part Technology-Enhanced**

Read the information in the box.

Matt and Jenna are married. They each have jobs that allow them to pay their bills and save money each month. They would like to have children in the next few years.

Part A

Based on the circumstances described in the box, which type of debt would probably be the MOST reasonable for Matt and Jenna to incur?

- A. using a credit card to pay for an extended vacation
- B. getting a loan from a bank to buy a new sports car
- C. using a credit card to buy the latest personal electronics
- D. getting a loan from a mortgage company to purchase a home

Part B

What would be the MOST LIKELY risk to Matt and Jenna if they were to incur debt?

- A. having fewer job opportunities
- B. having to decline credit card offers
- C. being unable to save for emergencies
- D. being unable to establish a household budget

Item 31

Drag-and-Drop Technology-Enhanced

Complete the diagram by moving and placing the TWO correct phrases into the empty ovals.

↺

?

to build wealth

benefits of saving

to pursue opportunities

to limit expenses

to plan for retirement

to monitor financial resources

to qualify for a new credit card

to be prepared for an emergency

➡ Use a mouse, touchpad, or touchscreen to move the correct phrases into the empty ovals. The phrases can be placed in either oval. Some phrases will not be used.

SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
28	SS8E3a	2	D	The correct answer is choice (D) Timothy earns an hourly wage working at a fast-food restaurant. Choice (A) is an example of spending. Choice (B) is an example of credit. Choice (C) is an example of saving.
29	SS8E3d	2	B	The correct answer is choice (B) paying higher interest rates. Choice (A) is incorrect because mishandling credit is not associated with more sales taxes. Choice (C) is incorrect because mishandling credit would likely lower one's credit score. Choice (D) is incorrect because people with poor credit usually receive fewer credit card offers.
30	SS8E3d	3	D, C	<p>Part A</p> <p>The correct answer for Part A is choice (D) getting a loan from a mortgage company to purchase a home. Choices (A), (B), and (C) are incorrect because these are considered luxuries rather than needs.</p> <p>Part B</p> <p>The correct answer for Part B is choice (C) being unable to save for emergencies. Choice (A) is incorrect because incurring debt does not necessarily result in fewer job opportunities. Choice (B) is incorrect because declining credit card offers is not considered a particular risk. Choice (D) is incorrect because incurring debt does not prevent someone from establishing a household budget.</p>
31	SS8E3c	2	N/A	See scoring rubric and exemplar response on page 74.

EXAMPLE SCORING RUBRIC AND EXEMPLAR RESPONSE

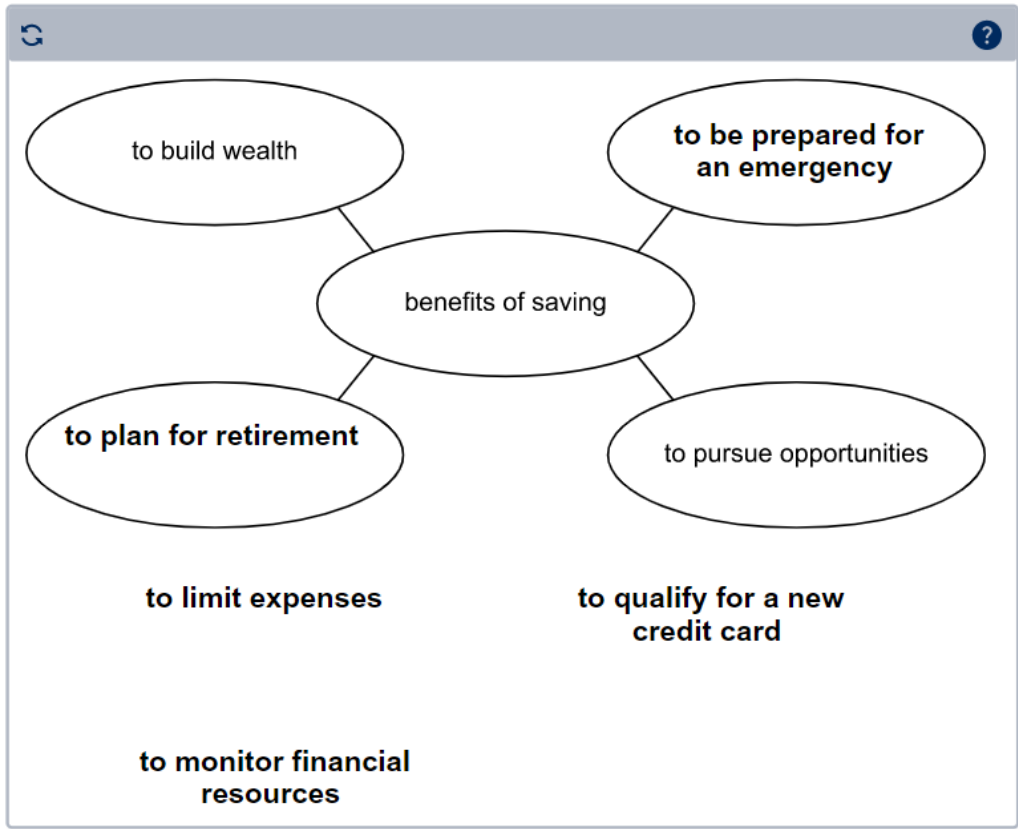
Item 31

Scoring Rubric

Points	Description
2	The student correctly identifies two benefits.
1	The student correctly identifies one benefit.
0	The student does not correctly identify any benefits.

Exemplar Response

The correct response is shown below.



The correct responses that should be moved into the blank ovals in the diagram are “to plan for retirement” and “to be prepared for an emergency.” When people save money over time, they will be better prepared to support themselves when they no longer work and to pay for unexpected costs. The responses “to limit expenses” and “to monitor financial resources” are ways people can save and keep track of their finances, but they do not describe the benefits of saving. The response “to qualify for a new credit card” can help people in certain circumstances, but it does not describe a benefit of saving.

END OF GRADE 8 SOCIAL STUDIES
*STUDY/RESOURCE GUIDE
FOR STUDENTS AND PARENTS*

Study/Resource Guide
for Students and Parents
Grade 8
Social Studies

