

**Greene ESC
2008 8th Grade
Social Studies**

Item Analysis

Greene County ESC 2008 8th Grade Social Studies

Q#	Question	% Correct			Std	Bmk	Indicator
		Ans	State				
	Item 1 has not been slated for public release in 2008.						
2	<p>In the 1500s, Spain and Portugal led European countries in exploring the Western Hemisphere.</p> <p>What was an important result of this exploration?</p> <p>A. Italy was prevented from claiming land in the New World.</p> <p>B. Spain and Portugal established colonies in the Americas.</p> <p>C. European nations lost interest in trading with Asia.</p> <p>D. The Spice Islands were discovered.</p>	B	68%	<p>8% of total students who took this test chose "A" as their answer</p> <p>68% of total students who took this test chose "B" as their answer</p> <p>9% of total students who took this test chose "C" as their answer</p> <p>14% of total students who took this test chose "D" as their answer</p>	HI	D	Grade 7 – Indicator 7 - Describe the causes and effects of European exploration after 1400 including: Imperialism; colonialism; mercantilism; Impact on the peoples of sub-Saharan Africa, Asia and the Americas.
	Items 3-4 have not been slated for public release in 2008.						

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Greene County ESC 2008 8th Grade Social Studies

Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
2	Spain, Portugal, European, Western Hemisphere, Italy, New World, Asia, Spice Islands		important		Describe the effects of interactions among civilizations during the 14th through the 18th centuries.	Students need to understand the results of exploration in the Western Hemisphere by Europeans.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.nytimes.com/learning/teachers/lessons/20030604wednesday.html?searchpv=learning_lessons

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5	<p>As a consequence of the American Civil War, people in the South experienced many changes in their way of life. One result of these changes was the passage of Black Codes in many southern states.</p> <p>What was the purpose of the Black Codes?</p> <p>A. to establish legal slavery in the West</p> <p>B. to force former slaves to return to Africa</p> <p>C. to prevent African-Americans from moving west</p> <p>D. to keep African-Americans in an inferior position</p>	D	55%	<p>15% of total students who took this test chose "A" as their answer</p> <p>7% of total students who took this test chose "B" as their answer</p> <p>24% of total students who took this test chose "C" as their answer</p> <p>55% of total students who took this test chose "D" as their answer</p>	HI	G	Grade 8 – Indicator 11 - Describe and analyze the territorial expansion of the United States including: Northwest Ordinance; The Louisiana Purchase and the Lewis and Clark expedition; Westward movement, including Manifest Destiny; The Texas War for Independence and the Mexican-American War

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5	consequence, Civil War, Black Codes, legal slavery, Africa, inferior position		consequence		Analyze the causes and consequences of the American Civil War.	Students need to understand how African Americans were affected by the end of the Civil War.	http://ohio3-8.success-ode-state-oh-us.info/ http://score.rims.k12.ca.us/activity/corps_of_discovery/

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6	In your Answer Document , describe two actions taken by colonial patriots to protest the authority of the British government in the years leading up to the American Revolution. (2 points)		23.12 %	23.12% of total students who took this test got this question right 25.20% of total students who took this test scored 1 point for their response 48.59% of total students who took this test scored 0 points for their response	HI	E	Grade 8 – Indicator 3 - Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning: The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts; The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.

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6	colonial patriots, authority, American Revolution		two actions	describe two actions taken by colonial patriots to protest the authority of the British government in the years leading up to the American Revolution.	Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.	Students need to understand the causes of the American Revolution, including the perspectives of those involved.	http://ohio3-8.success-ode-state-oh-us.info/ http://edsitement.neh.gov/view_lesson_plan.asp?id=390

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	Items 7-9 have not been slated for public release in 2008.						
10	<p>In 1877, United States troops fought a war with the Nez Perce Indian nation. After many weeks of warfare, the Nez Perce chief, Joseph, made the statement below.</p> <p>"Our chiefs are killed. ... He who led the young men is dead. ... My people, some of them, have run away to the hills, and have no blankets, no food; no one knows where they are—perhaps freezing to death. I want to have time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs, I am tired; my heart is sick and sad."</p> <p>Based on the feelings he expressed, what did Chief Joseph do after making this speech?</p> <p>A. He followed the young men into battle against white soldiers.</p> <p>B. He surrendered to the commander of the cavalry that pursued him.</p> <p>C. He asked chiefs of other nations to join him in an attack against the cavalry.</p> <p>D. He said that American Indians were wrong to want to live on the land of their forefathers.</p>	B	64%	<p>13% of total students who took this test chose "A" as their answer</p> <p>64% of total students who took this test chose "B" as their answer</p> <p>17% of total students who took this test chose "C" as their answer</p> <p>5% of total students who took this test chose "D" as their answer</p>	SM	B	Grade 6 – Indicator 2 - Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.

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10	Nez Perce Indian Nation		Based on the feelings he expressed		Organize historical information in text or graphic format and analyze the information in order to draw conclusions.	Students need to be able to draw conclusions from primary sources, like quotations.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.historyworksOhio.org/tutorials/detail.cfm?id=1

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11	<p>Ancient Chinese and Mesopotamian civilizations developed in fertile river valleys.</p> <p>In your Answer Document, identify and describe two political, cultural or economic characteristics common to ancient Chinese and ancient Mesopotamian civilizations. (4 points)</p>		8.03 %	<p>8.03% of total students who took this test got this question right</p> <p>7.91% of total students who took this test scored 3 points for their response</p> <p>21.43% of total students who took this test scored 2 points for their response</p> <p>17.46% of total students who took this test scored 1 point for their response</p> <p>38.92% of total students who took this test scored 0 points for their response</p>	PS	A	<p>Grade 7 – Indicator 1 - Analyze the relationships among cultural practices, products and perspectives of early civilizations.</p> <p>or Grade 6 – Indicator 2 - Compare the cultural practices and products of the societies studied including: Class structures; Gender roles; Beliefs; Customs and traditions.</p>
12	<p>During the 19th century, why were the largest cities in the United States all located beside rivers, lakes or oceans?</p> <p>A. People used these bodies of water for sanitation.</p> <p>B. These bodies of water created mild, humid climates.</p> <p>C. Large cities needed huge supplies of fresh drinking water.</p> <p>D. These bodies of water supported transportation and commerce.</p>	D	77%	<p>4% of total students who took this test chose "A" as their answer</p> <p>3% of total students who took this test chose "B" as their answer</p> <p>17% of total students who took this test chose "C" as their answer</p> <p>77% of total students who took this test chose "D" as their answer</p>	GE	C	<p>Grade 6 – Indicator 5 - Analyze the relationships among cultural practices, products and perspectives of early civilizations.</p> <p>or Grade 6 – Indicator 2 Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including: Bodies of Water; Landforms; Climates; Vegetation; Weathering; Seismic activity.</p>

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11	Ancient Chinese, Mesopotamian, fertile, political, cultural, economic characteristics, ancient Chinese, ancient Mesopotamian civilizations, bodies, sanitation, commerce				Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.	Students need to know the cultural traits of different ancient civilizations in order to be able to compare them.	http://ohio3-8.success-ode-state-oh-us.info/ http://edsitement.neh.gov/view_lesson_plan.asp?id=347
12	bodies, sanitation, commerce				Explain how the environment influences the way people live in different places and the consequences of modifying the environment.	Students need to understand why people decide to live in certain places.	http://ohio3-8.success-ode-state-oh-us.info/

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	Items 13-16 have not been slated for public release in 2008.						
17	<p>What did Frederick Douglass help to accomplish?</p> <p>A. the abolition of slavery</p> <p>B. the regulation of child labor</p> <p>C. the creation of public schools</p> <p>D. the unionization of railroad workers</p>	A	74%	74% of total students who took this test chose "A" as their answer 5% of total students who took this test chose "B" as their answer 10% of total students who took this test chose "C" as their answer 8% of total students who took this test chose "D" as their answer	CR	B	Grade 8 – Indicator 3 – Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner, State constitutional conventions and the disenfranchisement of free blacks; Jackson and his role in Indian removal; Frederick Douglass and the abolitionist movement; Elizabeth Cady Stanton and women's rights.
	Items 18-19 have not been slated for public release in 2008.						

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17	abolition, regulation, unionization				Identify historical origins that influenced the rights U.S. citizens have today.	Students need to know that many rights Americans have today were fought for by individuals throughout the country's history.	http://ohio3-8.success-ode-state-oh-us.info/

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20	<p>What is one benefit of international trade?</p> <p>A. Governments can ensure that unemployment stays low.</p> <p>B. Workers can remain in the same job throughout their working lives.</p> <p>C. Businesses can focus on providing limited products to customers.</p> <p>D. Nations can specialize in goods and services that they produce most efficiently.</p>	D	77%	<p>5% of total students who took this test chose "A" as their answer</p> <p>8% of total students who took this test chose "B" as their answer</p> <p>10% of total students who took this test chose "C" as their answer</p> <p>77% of total students who took this test chose "D" as their answer</p>	E	B	<p>Grade 7 – Indicator 2 - Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants. or</p> <p>Grade 8 - Indicator 3 - Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.</p>
	Items 21-22 have not been slated for public release in 2008.						
	Items 23-28 are field-test items, which are not released						
	Item 29 has not been slated for public release in 2008.						

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20	international trade		one benefit		Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	Students need to understand that international trade encourages nations to use the resources they have to make products at the lowest cost.	http://ohio3-8.success-ode-state-oh-us.info/ http://school.discoveryeducation.com/lessonplans/programs/miedievaltimes/ http://ecedweb.unomaha.edu/lessons/feoga.htm

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30	<p>Read the quotation below.</p> <p>The . . . speedy removal (of the Indians) . . . will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. . . . What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms . . . occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization, and religion?</p> <p style="text-align: right;">—President Andrew Jackson, 1830</p> <p>Which of these statements reflects Andrew Jackson’s attitude about American Indians and their lands?</p> <p>A. He believed that American Indians could not take care of themselves.</p> <p>B. He thought that American Indians might adapt to life on farms and in cities.</p> <p>C. He believed that white settlers could make better use of the land than American Indians.</p> <p>D. He thought that American Indians would be happier when they were removed to new lands.</p>	C	64%	<p>6% of total students who took this test chose "A" as their answer</p> <p>13% of total students who took this test chose "B" as their answer</p> <p>64% of total students who took this test chose "C" as their answer</p> <p>18% of total students who took this test chose "D" as their answer</p>	PS	B	Grade 8 – Indicator 3 - Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.
Items 31-34 have not been slated for public release in 2008.							

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Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
30	dense, civilized population, tracts			Read the quotation below	Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	Students need to understand the results of contacts between white settlers and American Indians while the United States was being settled.	http://ohio3-8.success-ode.state-oh-us.info/ https://ims.ode.state.oh.us/ODE/IMS/Lessons/Web_Content/CSS_LP_S02_BA_L07_I02_01.pdf

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Q#	Question	Ans	% Correct		Std	Bmk	Indicator
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35	<p>When working on a group presentation, what should the members of the group do first?</p> <p>A. create art for the presentation</p> <p>B. assign tasks and responsibilities</p> <p>C. rehearse the presentation several times</p> <p>D. gather information from a variety of sources</p>	B	74%	<p>3% of total students who took this test chose "A" as their answer</p> <p>74% of total students who took this test chose "B" as their answer</p> <p>5% of total students who took this test chose "C" as their answer</p> <p>18% of total students who took this test chose "D" as their answer</p>	SM	D	Grade 7 – Indicator 4 - Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals. OR Grade 6 – Indicator 7 - Work effectively to achieve group goals: Engage in active listening; Provide feedback in a constructive manner; Help establish group goals; Take various roles within the group; Recognize contributions of others.
36	<p>To raise revenue, the United States government has decided to impose a new tariff on coffee imported from Brazil.</p> <p>What is a possible consequence involved in this economic decision?</p> <p>A. Coffee farms increase damage to the rain forest in Brazil.</p> <p>B. The popularity of coffee increases in the United States.</p> <p>C. Coffee farms increase the standard of living in Brazil.</p> <p>D. The price of coffee increases in the United States.</p>	D	71%	<p>7% of total students who took this test chose "A" as their answer</p> <p>11% of total students who took this test chose "B" as their answer</p> <p>11% of total students who took this test chose "C" as their answer</p> <p>71% of total students who took this test chose "D" as their answer</p>	E	A	<p>7% of total students who took this test chose "A" as their answer</p> <p>11% of total students who took this test chose "B" as their answer</p> <p>11% of total students who took this test chose "C" as their answer</p> <p>71% of total students who took this test chose "D" as their answer</p>

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35			first		Work effectively in a group.	Students need to know how to work well in a group.	http://ohio3-8.success-ode-state-oh-us.info/
36	revenue, consequences				Explain how the endowment and development of productive resources affect economic decisions and global interactions.	Students need to understand the reasons behind different economic decisions and how those decisions, such as trade-offs, affect people.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.auburn.edu/~johnspm/gloss/trade-off

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	Item 37 has not been slated for public release in 2008.						
38	<p>Kathryn is doing research for a paper on leaders of the American Civil War. She must choose appropriate sources in order to write a paper that has plenty of supporting details.</p> <p>A list of sources is shown.</p> <ul style="list-style-type: none"> • diaries from Civil War generals • letters from Civil War generals to their wives • a history textbook • maps showing major Civil War battles • newspaper articles about the progression of the Civil War • photographs of Civil War battles 		32.34 %	<p>32.34% of total students who took this test got this question right</p> <p>29.83% of total students who took this test scored 1 point for their response</p> <p>35.63% of total students who took this test scored 0 points for their response</p>	SM	C	Grade 8– Indicator 2 - Construct a historical narrative using primary and secondary sources. Students need to know how to support research topics with evidence from sources.

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38	sources, generals		appropriate	Choose from the list two sources that Kathryn could use to find supporting details for her project. Explain why those two sources would be appropriate to use for her project.	Present a position and support it with evidence and citation of sources.		http://ohio3-8.success-ode-state-oh-us.info/ http://www.historyworksohio.org/tutorials/tutorials.cfm

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39	<p>Which phrase describes all four factors listed below?</p> <ul style="list-style-type: none"> • War • Trade • Writing systems • Transportation systems <p>A. factors that weaken democracy</p> <p>B. factors that discourage entrepreneurship</p> <p>C. factors that help lessen poverty and unemployment</p> <p>D. factors that spread goods and ideas from place to place</p>	D	67%	<p>9% of total students who took this test chose "A" as their answer</p> <p>9% of total students who took this test chose "B" as their answer</p> <p>16% of total students who took this test chose "C" as their answer</p> <p>67% of total students who took this test chose "D" as their answer</p>	GE	D	<p>Grade 7 – Indicator 5 - describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including: Physical features; Culture; War; Trade; Technological Innovations. Students need to understand how ideas and products are introduced to different cultures throughout the world.</p>
	Item 40 has not been slated for public release in 2008.						

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39	factors, war, trade, writing systems, transportation systems		all four factors		Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.		http://ohio3-8.success-ode-state-oh-us.info/

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41	<p>Which form of government typically maintains its power through force and fear?</p> <p>A. monarchy B. dictatorship C. direct democracy D. representative democracy</p>	B	74%	<p>12% of total students who took this test chose "A" as their answer 74% of total students who took this test chose "B" as their answer 9% of total students who took this test chose "C" as their answer 5% of total students who took this test chose "D" as their answer</p>	GO	C	Grade 6 --- Indicator 4 - Describe the defining characteristics of democracies, monarchies and dictatorships.
42	<p>How did contact with European explorers in the 1500s affect the Aztecs?</p> <p>A. Many Aztecs converted to the religion of Spain. B. Many Aztecs learned to grow corn and potatoes for food. C. The Aztecs developed strong monarchies modeled on those in Europe. D. The Aztecs increased in numbers because of new medicines.</p>	A	33%	<p>33% of total students who took this test chose "A" as their answer 24% of total students who took this test chose "B" as their answer 31% of total students who took this test chose "C" as their answer 12% of total students who took this test chose "D" as their answer</p>	PS	C	Grade 7 --- Indicator 4 - Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.

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41	monarchy, dictatorship, direct democracy, representative democracy				Compare the defining characteristics of democracies, monarchies and dictatorships.	Students need to know the characteristics of different forms of government.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.nationmaster.com/lps/lesson_plan_Types_of_Governments
42	European explorers, Aztecs				Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.	Students need to understand what happens when two different cultures interact.	http://ohio3-8.success-ode-state-oh-us.info/ https://ims.ode.state.oh.us/ODE/IMS/Lessons/Web_Content/CSS_LP_S02_BC_L07_I03_01.pdf

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43	<p>Why do many citizens choose to join political parties?</p> <p>A. to elect a Supreme Court justice</p> <p>B. to exercise their right to vote in general elections</p> <p>C. to organize their efforts to achieve common goals</p> <p>D. to maintain the balance of power among the branches of government</p>	C	30%	<p>7% of total students who took this test chose "A" as their answer</p> <p>40% of total students who took this test chose "B" as their answer</p> <p>30% of total students who took this test chose "C" as their answer</p> <p>23% of total students who took this test chose "D" as their answer</p>	GO	A	Grade 8 --- Indicator 2 - Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.
	Item 44 has not been slated for public release in 2008.						

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HI - History
GE = Geography
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Greene County ESC 2008 8th Grade Social Studies

Q#	Vocabulary	Format	Universal Qualifiers	State Thinking Process	Implied Thinking Process	Student Expectation	Lesson Plan Website
43	Supreme Court justice, balance of power, branches of government				Explain why people institute governments, how they influence governments, and how governments interact with each other.	Students need to understand how people can influence their government. One way to do this is through political parties.	http://ohio3-8.success-ode-state-oh-us.info/ http://www.eduref.org/Virtual/Lessons/crossroads/sec4/Unit4/Unit_IVQ7.html

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