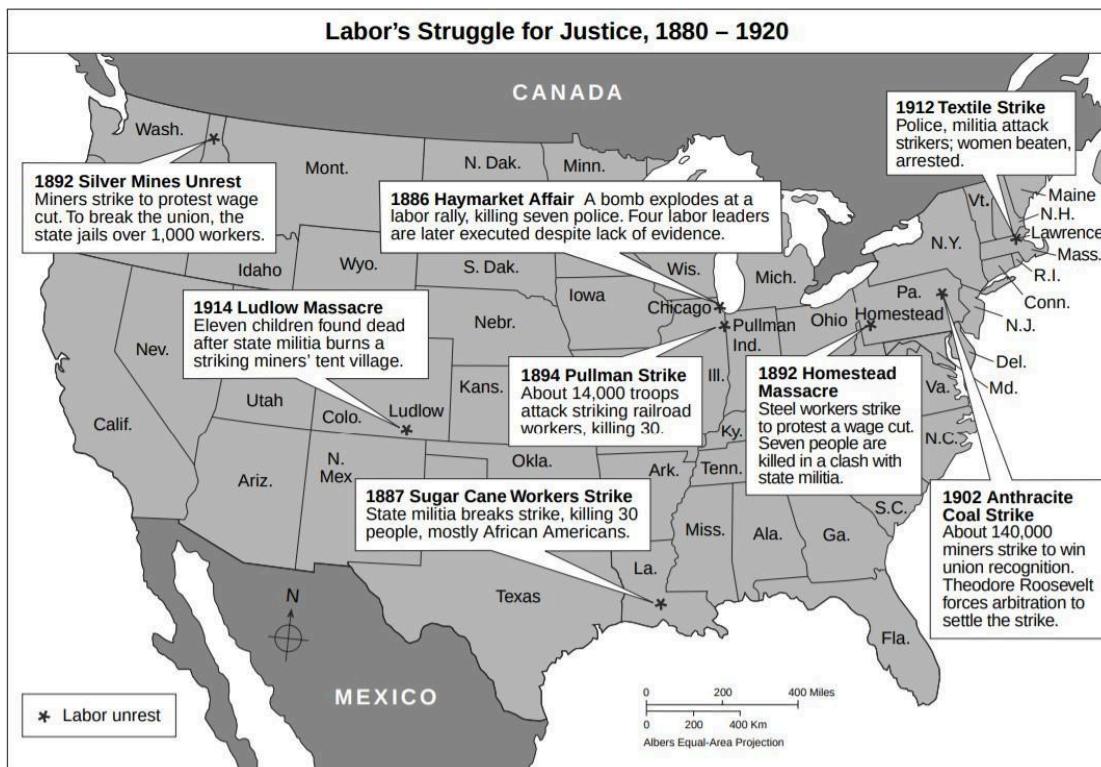


Student Name: _____

Teacher Name: _____

Grade 8 Final Assessment
Part 1 - Multiple Choice
Questions

Base your answers to questions 1 and 2 on the map below and your knowledge of social studies.



Source: Gary B. Nash, *American Odyssey: The United States in The Twentieth Century*, Glencoe, 1994 (adapted)

1. What does the word “labor” mean as used in the title of this map?

1. To give birth to a child
2. To refuse to work
3. The people who own businesses
4. **The workforce/workers**

2. What is a valid conclusion based on this map?

1. There were no conflicts between workers and management between 1880 and 1920.
2. **From 1880-1920, there were many labor conflicts across the United States.**
3. In every region across the nation, there was a massacre between 1880-1920.
4. Workers were satisfied with their working conditions between 1880-1920.

Base your answers to questions 3 and 4 on the photograph from the 1880s below and your knowledge of social studies.



3. This photo takes place in a city which vocabulary term best describes the growth of cities.

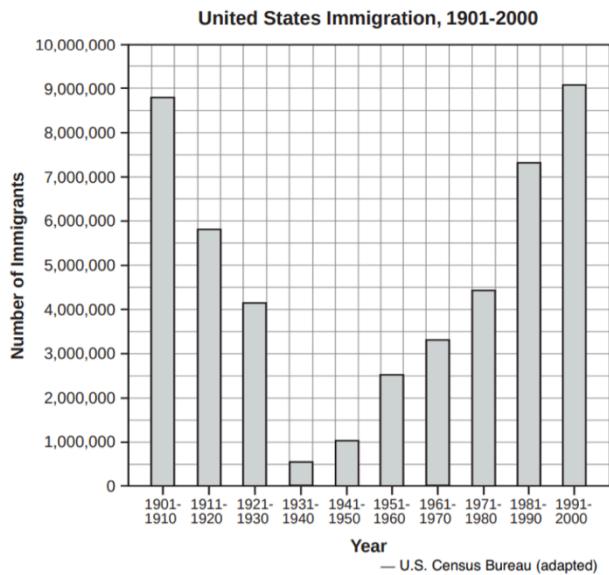
1. industrialization
2. **urbanization**
3. sanitation
4. immigration

4. Which of the following is a valid claim based on this photograph?

- 1. Apartments were often overcrowded and dirty during the period of industrialization.**

2. Workers experienced an increase in the standard of living as a result of urbanization.
3. People were healthier during the 1880s due to improved sanitation and medical care.
4. There were more women than men in American cities during industrialization.

Base your answers to questions 5 and 6 on the chart below and your knowledge of social studies.



5. What is the trend in immigration from 1901 to 2000 according to this map?

1. Immigration stopped.
2. Immigration numbers remained constant.
3. There was an increase then decrease in immigration.
4. **There was a decrease then increase in immigration.**

6. What even likely caused the immigration numbers to decrease from 1930-1940?

1. Industrial Revolution
2. Great Depression
3. **World War II**
4. 9/11

Base your answers to questions 7 and 8 on the poem and photo below, as well as your knowledge of social studies.

... I guess you've heard about ev'ry kind of blues,
I guess you've heard about ev'ry kind of blues,
But when the dust gets high, you can't even see the sky. . . .

I seen the wind so high that it blewed my fences down,
I've seen the wind so high that it blewed my fences down,
Buried my tractor six feet underground.

Well, it turned my farm into a pile of sand,
Yes, it turned my farm into a pile of sand,
I had to hit that road with a bottle in my hand. . . .

Source: Lyrics by Woody Guthrie



Source: United States Department of Agriculture

7. Which historical development is most closely related to this poem and photograph?
 1. Industrial Revolution
 2. Homestead Act
 3. **Dust Bowl**
 4. World War I

8. Which region of the United States was most affected by the situation described in the poem and shown in the photograph?
 5. **Great Plains**
 6. New England
 7. Pacific Northwest
 8. Great Lakes

Base your answers to questions 9 and 10 on the historical documents below and your knowledge of social studies.

Source information: School Segregation Banned, Topeka State Journal. 1954.



9. What topic is addressed in both documents?

5. Immigration

6. Civil Rights

7. Space Exploration

8. Healthcare

10. What Supreme Court case is most closely associated with these documents?

1. Dred Scott v. Sanford

2. Plessy v. Ferguson

3. Schenck v. the United States

4. Brown v. Board of Education

Part 2 – Constructed Response Question

Set #1 Document 1

The Front Page of the *New York Times*, December 8, 1941



<https://www.nytimes.com/2016/12/07/world/pearl-harbor-anniversary.html>

Question #1

Historical Context - refers to the historical circumstances that led to this event, idea, or historical development.

1. Using document 1, explain how the historical circumstances affected what is being shown in this newspaper front page.

In 1941 World War II was raging throughout Europe. In Asia the United States was worried about the expansionist plans of Japan, and relations between the United States and Japan had grown steadily worse throughout the nineteen thirties. The Japanese launched the surprise attack to destroy the U.S. Pacific Fleet to prevent interference with their plans in Southeast Asia.

Docume nt 2

Excerpt from Executive Order No. 9066 February 19, 1942

Executive Order No. 9066

The President

Executive Order

Authorizing the Secretary of War to Prescribe Military Areas

Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities

Now, therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable to each Military area hereinabove authorized to be designated, including the use of Federal troops and other Federal Agencies, with authority to accept assistance of state and local agencies.

Franklin D. Roosevelt
The White House,
February 19, 1942.

<http://historymatters.gmu.edu/d/5154>

Question #2

2a. Using document 2, identify the purpose for this Executive Order.

Roosevelt was worried about collaboration of the people of Japanese descent with the Empire of Japan now that we were at war.

2b. Explain the extent to which this Executive Order is a useful source of evidence for understanding the treatment of Japanese Americans in World War II.

The Executive Order was an official document of the United States and articulated the policy of the United States government. Therefore, it is extremely useful for understanding the reasons for the removal of the Japanese from the West Coast and the treatment of the Japanese.

The Front Page of the New York Times, December 8, 1941



<https://www.nytimes.com/2016/12/07/world/pearl-harbor-anniversary.html>

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February 19, 1942**

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The White House,
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Question #3

3a. Identify a cause of the events, ideas, or historical developments presented in Document 1 and Document 2.

The cause for both documents was the surprise attack on Pearl Harbor on December 7, 1941

3b. Explain the effect of the ideas, events, or historical developments presented in both documents. Be sure to use evidence from both documents in your response.

The effect of the Pearl Harbor attack in Document 1 was to draw the United States into war with Japan. The effect of the Executive Order was the removal of 120,000 Japanese and Japanese Americans to Relocation Camps. It resulted in the loss of land, homes, and their personal effects.

Part 2 – Constructed Response

Question Set #2

A Constitutional Issue is an issue that extends across time. It is one that the United States has attempted to address with varying degrees of success.

Base your answer on the documents below and your knowledge of social studies.

In your essay:

- 1) Identify and define a Constitutional Issue that is found in **three** of the documents below.
- 2) Explain why that Constitutional issue is significant.
- 3) Cite evidence from the three documents, and your outside knowledge, that makes you conclude that a significant Constitutional Issue is present.

Document 1

The state of Louisiana enacted a law that required separate railway cars for blacks and whites. In 1892, Homer Adolph Plessy -- who was seven-eighths Caucasian -- took a seat in a "whites only" car of a Louisiana train. He refused to move to the car reserved for blacks and was arrested.

The Supreme Court majority opinion upheld state-imposed racial segregation. The justices based their decision on the separate-but-equal doctrine, that separate facilities for blacks and whites satisfied the Fourteenth Amendment (No state shall . . . deny to any person within its jurisdiction the equal protection of the laws) so long as they were equal.

Document 2

THE TAYLOR PRESS
Carries the afternoon United Press with more news and only reliable news gathering service.
DO YOU READ THIS PRESS?

The Taylor Daily Press

THE TAYLOR PRESS
Is Read in more Taylor homes than any other paper published in Central Texas.
ARE YOU A PRESS SUBSCRIBER?

VOLUME VII TAYLOR, TEXAS, WEDNESDAY AFTERNOON, AUGUST 18, 1920. NUMBER 265

WOMAN SUFFRAGE NOW PART BASIC LAW OF U. S.

Nineteenth Amendment Ratified by Tennessee House With Reconsideration Motion Attached; Time Limit Is 2 Days

BAILEY SCORES POLITICAL PREACHERS IN SPEECH AT TAYLOR BEFORE THOUSANDS

Deplores Mixing of Politics with Religion; Cites His Stand on Organized Labor

POLISH ARMIES TURN RUSSIANS FROM DOORS WARSAW; POLES GET SOVIETS' PEACE TERMS

British Minister Instructs Warsaw to Reject New Terms, Says Entente Will Aid Poland

By THE UNITED PRESS, PARIS, France, Wednesday.—The Polish counter-entente sent from the Dantzig corridor, completely disengaging themselves, it was officially announced at the French Foreign Office today.

By CHARLES B. GRIFFIN (United Press Staff Correspondent)

THOUSANDS HERE LAST NIGHT TO HEAR JOE BAILEY

Delicacies Come From Nearly Every County in All Central Towns.

WOMEN OF AMERICA ARE GRANTED RIGHT TO VOTE IN NOVEMBER ELECTIONS

Measure Passes After Second Roll Call Today; Final Vote 50 to 46

Document 3

SUPREME COURT OF THE UNITED STATES
Brown v. Board of Education, 347 U.S. 483 (1954)
(USSC+) Argued December 9, 1952
Reargued December 8, 1953
Decided May 17, 1954
APPEAL FROM THE UNITED STATES DISTRICT COURT FOR THE DISTRICT OF
KANSAS*

"Segregation of white and Negro children in the public schools of a State solely on the basis of race, pursuant to state laws permitting or requiring such segregation, denies to Negro children the equal protection of the laws guaranteed by the Fourteenth Amendment -- even though the physical facilities and other "tangible" factors of white and Negro schools may be equal.

(a) The history of the Fourteenth Amendment is inconclusive as to its intended effect on public education.

(b) The question presented in these cases must be determined not on the basis of conditions existing when the Fourteenth Amendment was adopted, but in the light of the full development of public education and its present place in American life throughout the Nation.

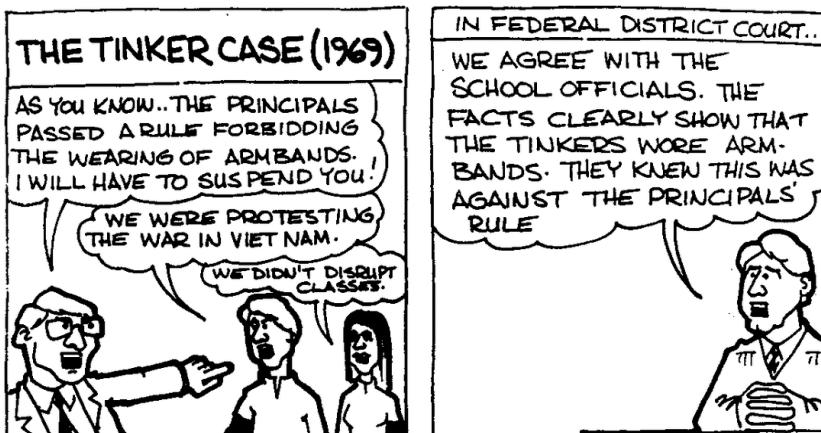
(c) Where a State has undertaken to provide an opportunity for an education in its public schools, such an opportunity is a right which must be made available to all on equal terms.

(d) Segregation of children in public schools solely on the basis of race deprives of the minority group of equal educational opportunities, even though the physical facilities and other "tangible" factors may be equal.

(e) The "separate but equal" doctrine adopted in Plessy v. Ferguson, 163 U.S. 537, has no place in the field of public education."

<https://www.ourdocuments.gov/doc.php?flash=true&doc=87&page=transcript>

Document 4



Document 5

Miranda was arrested at his home and taken in custody to a police station where he was identified by the complaining witness. He was then interrogated by two police officers for two hours, which resulted in a signed, written confession. At trial, the oral and written confessions were presented to the jury. Miranda was found guilty of kidnapping and rape and was sentenced to 20-30 years imprisonment on each count. On appeal, the Supreme Court of Arizona held that Miranda's constitutional rights were not violated in obtaining the confession.

The Supreme Court held that "there can be no doubt that the Fifth Amendment privilege (against self-incrimination) is available outside of criminal court proceedings and serves to protect persons in all settings in which their freedom of action is curtailed in any significant way from being compelled to incriminate themselves."

The Supreme Court further held that "without proper safeguards the process of in-custody interrogation of persons suspected or accused of crime contains inherently compelling pressures which work to undermine the individual's will to resist and to compel him to speak where he would otherwise do so freely." Therefore, a defendant "must be warned prior to any questioning that he has the right to remain silent, that anything he says can be used against him in a court of law, that he has the right to the presence of an attorney, and that if he cannot afford an attorney one will be appointed for him prior to any questioning if he so desires."

<http://www.uscourts.gov/educational-resources/educational-activities/facts-and-case-summary-miranda-v-arizona>

Conceptual Understandings

8.2c Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption.

8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements.

8.9b The civil rights movement prompted renewed efforts for equality by women and other groups.

Doc 1 <i>Plessy v. Ferguson</i>	8.9B	Human Rights Violations	Power	Conflict
Doc 2 <i>Taylor Daily Press</i>	8.2c	Human Rights Violations	Security	Conflict
Doc 3 <i>Brown v. Board of Education</i>	8.9A	Human Rights Violations	Power	Conflict
Doc 4 <i>Tinker case</i>	8.9B	Human Rights Violations	Power	Conflict
Doc 5 <i>Miranda v. Arizona</i>	8.9B	Scarcity	Power	Conflict

*These are not the only possible enduring issues covered in the documents we have included.

Definition of Enduring Issues:

- Human Rights Violations: abusing a right that is believed to belong justifiably to every person
- Power: possession of control, authority, or influence over others
- Conflict: strong disagreement between people, groups, etc., that results in often angry argument or clash
- Security: the state of being free from danger or threat

Some examples of evidence of Human Rights Violations in the documents

- Doc 1: "it is her right to be present in all councils of state . . .
- Doc 2: poster advocating limiting immigration; protect yourself and your children
- Doc 3: picture March on Washington; end segregation in public schools, voting rights etc.
- Doc 4: "Our nation continues to allow children to go hungry . . ."

Some examples of outside information Human Rights Violations:

- lynching
- internment of Japanese Americans
- redlining
- separating children and families of illegal immigrants

Grading Checklist for Teacher

- Student identifies an enduring issue found in the documents provided
- Student defines the enduring issue clearly
- Student uses mostly accurate information
- Student provides evidence of the significance of this issue by showing how it has been an issue from over time using examples from the documents
- Student provides evidence of the significance of this issue by showing how it has been an issue over time using examples from outside knowledge