

BEARCAT DAYS

31-34

GRADE 8
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

In this week's packet, you will find the answer keys for your study guides from last week as well as your final assessment in your core classes. Your teachers need these assessments returned as soon as possible to calculate grades. You are encouraged to work ahead on your assessments.

| | | |
|-------------------|----------------|---|
| Monday , May 5 | SOCIAL STUDIES | STUDY GUIDE ANSWER KEY ASSESSMENT |
| Tue.Sday, May 6 | SCIENCE | STUDY GUIDE ANSWER KEY ASSESSMENT |
| Wedne.Sday, May 7 | LANGUAGE ARTS | STUDY GUIDE ANSWER KEY ASSESSMENT |
| Thur.Sday, May 8 | MATH | STUDY GUIDE ANSWER KEY ASSESSMENT |

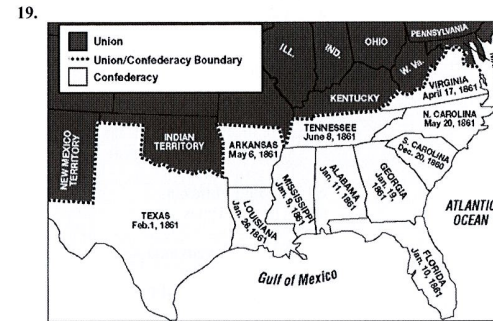
Social Studies study Guide Answer key

1850 – 1877 Test

1. The Compromise of 1850 was sponsored by:
 - a. Abraham Lincoln
 - b. Henry Clay**
 - c. Stephen Douglas
 - d. John Brown
2. The Compromise of 1850 accomplished all of the following except
 - a. Delayed the Civil War for a decade
 - b. Admitted California as a free state
 - c. Passed a less strict fugitive slave law**
 - d. Abolished the slave trade in Washington D.C.
 - e. Opened up Utah and New Mexico to slavery through popular sovereignty
3. When the people of a state vote on what the law is:
 - a. Popular sovereignty**
 - b. Election
 - c. Manifest Destiny
 - d. Nullification
4. When free states and slave states fought over control of Kansas and over 200 people died, it was called:
 - a. Kansas-Nebraska Act
 - b. Pottawatomie Massacre
 - c. Civil War
 - d. Bleeding Kansas**
5. Kansas and Nebraska were given the power to vote on slavery by what law?
 - a. Missouri Compromise
 - b. Compromise of 1850
 - c. Kansas-Nebraska Act**
 - d. Popular Sovereignty Act
6. Which of the following was not a decision made by the Supreme Court in the Dred Scott case?
 - a. Congress did not have the right to outlaw slavery anywhere
 - b. Dred Scott was not a U.S. citizen and did not have the right to sue
 - c. Slavery was banned north of 36°30'**
 - d. Living in a free territory did not make Dred Scott a free man
7. This man advocated abolition through violence, killing five pro-slavery men in Kansas and assaulting an army depot in Virginia:
 - a. Frederick Douglass
 - b. Abraham Lincoln
 - c. Dred Scott
 - d. John Brown**
8. Why did the Southern states secede from the Union?
 - a. John Brown raided Harper's Ferry
 - b. Abraham Lincoln was elected president**
 - c. The fugitive slave law was repealed
 - d. The North attacked a fort in South Carolina
 - e. All of the above
9. What is a border state?
 - a. A state that allows slavery
 - b. A state that joined the Confederacy
 - c. A state that stayed in the Union
 - d. A & B
 - e. A & C**
10. Who was the President of the Confederacy?
 - a. Suleiman the Magnificent
 - b. Robert E. Lee
 - c. Abraham Lincoln
 - d. Jefferson Davis**
11. The North had what advantages over the South?
 - a. More railroads
 - b. More banking and finance
 - c. More industry
 - d. All of the above**
12. Which of the following best describes the Southern economy?
 - a. Agrarian - tobacco
 - b. Agricultural - cotton**
 - c. Agricultural - corn
 - d. Agrarian – manufacturing
13. What type of economy did the North have?
 - a. Industrial**
 - b. Agricultural
 - c. Agrarian
 - d. A small one
14. The 13th Amendment
 - a. Abolition**
 - b. Black suffrage
 - c. Women's suffrage
 - d. Prohibition
15. The 14th Amendment
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 - c. Prohibition
 - d. Black citizenship**
16. The 15th Amendment
 - a. Black suffrage**
 - b. Black citizenship
 - c. Women's suffrage
 - d. Abolition

Social Studies study Guide Answer key

17. What Supreme Court decision meant that the Constitution protected slavery?
 - a. Lincoln-Douglas debates
 - b. Missouri Compromise
 - c. Dred Scott v. Sandford**
 - d. Plessy v. Ferguson
18. Reconstruction ended with the _____.
 - a. Compromise of 1877**
 - b. Civil Rights Act of 1875
 - c. Amnesty Act
 - d. Fifteenth Amendment



According to this Civil War era map, what were the first three Southern states to secede from the Union?

- a. South Carolina, Mississippi, and Florida**
 - b. South Carolina, Mississippi, and Alabama
 - c. Virginia, Arkansas, and Tennessee
 - d. Mississippi, Alabama, and Georgia
- 20.
- | Cause | Effect |
|--|--|
| Congress passes the Thirteenth Amendment. | Slavery is abolished in the United States. |
| Lincoln issues the Emancipation Proclamation. | Great Britain and France withhold support for the Confederacy. |
| A new law allows African Americans to serve in the Union army. | ? |
| Enslaved people grow food for Confederate troops. | More Confederate troops can fight in the war. |
- Study the table. Then choose the answer that best completes the table.
- a. Fort Sumter is attacked.
 - b. By war's end, 10 percent of army personnel are African American.**
 - c. Free African Americans rejoice.
 - d. The Battle of Bull Run begins.
21. One of the functions of the Freedmen's Bureau was to
 - a. relocate former slaves to urban areas
 - b. discourage segregation in the South
 - c. provide assistance to former slaves**
 - d. reward veterans with land and money
 22. The 13th, 14th, and 15th Amendments to the Constitution of the United States were intended to solve problems relating to
 - a. civil rights**
 - b. checks and balances
 - c. government organization
 - d. rapid economic change

Social Studies study Guide Answer key

23. **Comparing Regions: 1861**

| | North | South |
|-------------------------------|---|--|
| Population | 22 million | 9 million (one-third enslaved) |
| Experienced naval officers | 75% | 25% |
| Experienced sailors | nearly 100% | nearly 0% |
| Experienced military officers | 690 | 313 |
| Military colleges | 1 | 7 |
| Factories/industry | 80% of nation's total | 20% of nation's total |
| Railroads | twice as many miles as South | half as many miles as North |
| Finances | <ul style="list-style-type: none"> controlled the National Treasury expected continued tax revenues | <ul style="list-style-type: none"> small banks indebted planters |

Based on information presented in the chart, which of the following statements is true?

- The population of the North was nearly four times greater than the population of the South.
- Both regions had similar naval strength.
- The agricultural economy of the South gave it strong financial advantages.
- The South had approximately one-fifth of the nation's factories and industries.**

24. **Prices and Wages During the Civil War (1860= 100)**

| Year | Union | | Confederate | |
|------|--------|-------|-------------|-------|
| | Prices | Wages | Prices | Wages |
| 1860 | 100 | 100 | 100 | 100 |
| 1861 | 101 | 100 | 121 | 86 |
| 1862 | 113 | 93 | 388 | 35 |
| 1863 | 139 | 84 | 1,452 | 19 |
| 1864 | 176 | 77 | 3,992 | 11 |
| 1865 | 175 | 82 | | |

Source: *Attack, Jeremy, and Peter Passell. A New Economic View of American History from Colonial Times to 1940.*

By _____ prices in the Confederacy were nearly three times as high as they were in 1860.

- 1862**
- 1863
- 1861
- 1864

25.

- Republican Party formed
- South Carolina leads Southern state secession
- Abraham Lincoln elected president
- First Battle of Bull Run
- Fort Sumter surrenders to Confederate troops

Which of the following places these events in their proper chronological order?

- 5, 1, 3, 4, 2
- 1, 2, 3, 4, 5
- 4, 5, 1, 2, 3
- 1, 3, 2, 5, 4**

Social Studies study Guide Answer key

26.

Nov. 20, 1863

The President
My dear Sir,
... Permit me also to express my great admiration of the thoughts offered by you, with such eloquent simplicity & appropriateness, at the consecration of the cemetery. I should be glad, if I came as near to the central idea of the occasion, in two hours, as you did in two minutes. . . .

Edward Everett

Hon. Edward Everett
My dear Sir:
Your kind note of to-day is received. In our respective parts yesterday, you could not have been excused to make a short address, nor I a long one. I am pleased to know that, in your judgment, the little I did say was not entirely a failure. . . .

A. Lincoln

This letter to President Lincoln, and his reply, refers to what celebrated moment in the history of Lincoln's presidency?

- Lincoln's speech dedicating a cemetery at the Gettysburg battlefield**
- Lincoln's first inaugural address in Washington on March 4, 1861
- Lincoln's remarks at the surrender ceremony at Appomattox Court House
- Lincoln remarks while debating Stephen Douglas in the 1858 Illinois Senate race

27.

With all my devotion to the Union and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home. I have, therefore, resigned my commission in the Army, and, save in defense of my native state. . . . I hope I may never be called on to draw my sword. I know you will blame me; but you must think as kindly of me as you can.

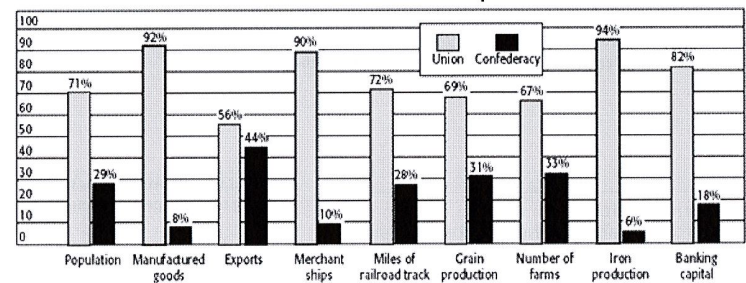
—Robert E. Lee, to his sister

From Robert E. Lee's point of view, why was he unable to remain loyal to the United States Army?

- He had been mistreated while in the Army and wanted revenge.
- His duty and loyalty to his family and his state came first in his mind.**
- He could not bring himself to serve while Lincoln was commander-in-chief.
- He was a strong supporter of slavery.

28.

Resources of the Union and of the Confederacy



Source: Historical Statistics of the United States

The graph compares the resources of the Union and the Confederacy at the beginning of the Civil War. In which of the resources listed below did the Union have the greatest advantage over the Confederacy?

- population
- iron production**
- farms
- exports

Social Studies study Guide Answer key

29.

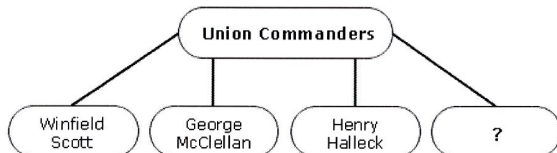
When the war ended many men who had been in the Union army remained in the South, intending to make it their home. . . . Others emigrated from the North, taking with them large capital, believing that the South presented fine prospects for business. . . . It so happened, and was, in fact, necessary that many of these men should be elected to office. This was their right and the natural result of the circumstances by which they were surrounded. . . ."
 —Senator Oliver Morton, 1871

[A] carpet-bagger is generally understood to be a man who comes here for office sake, of an ignorant or bad character, and who seeks to array the Negroes against the whites . . . in order to get office through them. . . . [The term] does not apply to all northern men who come here. . . . We regard any republican or any man as a man of bad character, whether he is native or foreign born, who seeks to obtain office from the Negroes by exciting their passions and prejudices against the whites.
 —William Manning Lowe, 1871

Compare the two statements and decide which individual is supportive of the actions of carpetbaggers.

- a. Lowe
- b. both men
- c. Morton**
- d. neither man

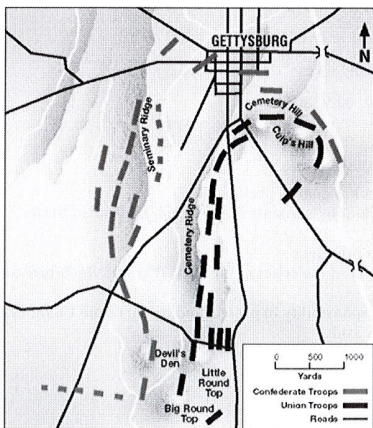
30.



Whom did President Lincoln name the military commander of the Union in March 1864?

- a. George Meade
- b. Ulysses Grant**
- c. George Pickett
- d. Jeb Stuart

31.



The map of the Battle of Gettysburg shows that most Confederate troops were located ____.

- a. along Cemetery Ridge
- b. along Seminary Ridge**
- c. north of the town of Gettysburg
- d. south of Culp's Hill

Social Studies study Guide Answer key

32.

Voting Rights Act of 1965

Be it enacted by the Senate and House of Representatives of the United States of America in Congress . . . assembled, That this Act shall be known as the "Voting Rights Act of 1965."

SEC. 2. No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.

This legislation was designed to enforce a Constitutional amendment. Which one?

- a. 19th Amendment
- b. 15th Amendment**
- c. 12th Amendment
- d. 14th Amendment

33.

Pre-Civil War Legislation

| Compromise of 1850 | The Fugitive Slave Act | Kansas-Nebraska Act |
|--|---|---|
| California admitted as free state; Utah and New Mexico territories decided slavery status through popular sovereignty; federal enforcement of new Fugitive Slave Act | Slaveholders could point to runaways to have them taken into custody; federal marshals required to assist slavecatchers | Repealed antislavery position of Missouri Compromise; Kansas to be a slave state; Nebraska to be free state |

The best conclusion based on the information in the table is that ____.

- a. enslaved people who escaped to the North had nothing to fear
- b. before the Civil War, many laws were passed to determine the legality of slavery**
- c. national expansion into new territories worsened the North-South conflict
- d. a balance between free and slave states satisfied everyone

34.

I would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored; the nearer the Union will be "the Union as it was." If there be those who would not save the Union, unless they could at the same time save slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time destroy slavery, I do not agree with them. My paramount object in this struggle is to save the Union, and is not either to save or destroy slavery. If I could save the Union without freeing any slave, I would do it, and if I could save it by freeing all the slaves, I would do it; and if I could save it by freeing some and leaving others alone I would also do that. . . .
 I have here stated my purpose according to my view of official duty; and I intend no modification of my oft-expressed personal wish that all men, every where could be free.

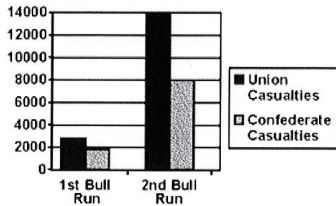
—Abraham Lincoln, in a letter to Horace Greeley, August 22, 1862

Based on this letter excerpt, what was President Lincoln's primary goal as president?

- a. He believed that the people's election had authorized him to eliminate slavery from the United States immediately.
- b. Lincoln was confused about what his authority was as president.
- c. Lincoln wanted the states to take the lead in resolving both the crises of the Civil War and the future of slavery.
- d. He believed his authority as president gave him the responsibility to protect and preserve the Union first, in the best manner possible, placing his personal feelings aside.**

Social Studies study Guide Answer key

35.



Using the graph, determine approximately how many casualties the South suffered during the two battles at Bull Run.

- a. 25,000
- b. 14,000
- c. 10,000
- d. 8,000

36.

Time Line Events

- A. Confederates attack Fort Sumter
- B. African Americans gain voting rights
- C. Disagreement exists over slavery
- D. Slavery is outlawed

The proper order of these events for a time line is ____.

- a. D, A, B, C
- b. D, B, C, A
- c. A, C, D, B
- d. C, A, D, B

37. The growing importance of cotton to the South created an economy and a society dominated by

- a. managers and professional people.
- b. large landowners.
- c. industrial leaders.
- d. small independent farmers.

38. The slave-based agricultural system in the South encouraged the development of

- a. a rigid social class system.
- b. an urban middle class.
- c. economic self-reliance.
- d. small independent businesses.

39. Prior to the Civil War, which group had the *most* political power in the South?

- a. cattle ranchers
- b. plantation owners
- c. urban merchants
- d. religious officials

40. What led the newspapers to speak of "Bleeding Kansas" in 1856?

- a. attacks on job-seeking Irish immigrants
- b. conflict between cattle ranchers and farmers
- c. fighting between pro-slavery and anti-slavery forces.
- d. reaction to the U.S. Supreme Court ruling against Dred Scott

41. Abraham Lincoln's Gettysburg Address is similar to the Declaration of Independence in that both documents

- a. emphasize the need for effective government
- b. support the ideals of self-government and human rights
- c. include descriptions of laws which should be passed
- d. justify the need for economic change

42. What was the first major goal of President Abraham Lincoln's administration?

- a. to maintain the unity of the country
- b. to destroy the institution of slavery
- c. to expand the power of state governments
- d. to industrialize the economy

43. What is one reason that the Union strategy for defeating the South included a naval blockade of Southern ports?

- a. to stop Southern attempts to establish slave plantations in Cuba and Mexico
- b. to prevent Southern efforts to sell cotton in Europe in exchange for war supplies
- c. to cut the South off from its supply lines in the countries of Latin America
- d. to deprive the South of fishing and whaling as a primary source of food

44. One goal of post-Civil War Congressional Reconstruction was to

- a. ensure civil rights for former slaves
- b. preserve the plantation system
- c. repay Confederate war debts
- d. rebuild the Southern naval system

45. During Reconstruction, the Freedmen's Bureau

- a. created a system for tenant farming
- b. relocated many former slaves to the North
- c. gave forty acres and a mule to former slaves
- d. established schools for former slaves.

Social Studies study Guide Answer key

46.

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and orphan, to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations.

This ending to Lincoln's Second Inaugural Speech indicates that his vision for the future after the Civil War was for

- a. resolving differences through armed action
- b. providing pensions to Confederate veterans
- c. peacemaking and rebuilding the Union
- d. punishing the South for its actions during the war

47.

Abraham Lincoln, Gettysburg Address (1863)

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met here on a great battlefield of that war. We have come to dedicate a portion of it as a final resting place for those who here gave their lives so that our nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense we can not dedicate—we can not consecrate—we can not hallow this ground. The brave men, living and dead, who struggled, here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they have, thus far, so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain; that this nation shall have a new birth of freedom; and that government of the people, by the people, and for the people, shall not perish from the earth.

President Lincoln connected the sufferings of individual soldiers with the larger purposes of the Civil War. According to Lincoln, these purposes were to ____.

- a. preserve the Union and preserve freedom for all
- b. raise funds and improve the lot of the soldiers
- c. defeat the Confederacy
- d. raise support for the Union and free the people living under slavery

48. Define scalawag

- a. A Northerner who supported the Confederacy during the Civil War
- b. A Southerner who did not support Reconstruction
- c. A pro-Republican Southerner who remained loyal to the Union
- d. A free black in the South after the Civil War

49. Define carpetbagger

- a. A Northerner who came South after the Civil War to make a profit from Reconstruction
- b. A Southerner who voted Democrat after the Civil War
- c. A black, Northern Republican
- d. Northerners who supported Southern secession

50.

| |
|--|
| Eastern Theater |
| Confederates launch invasion. The Union army win decisive victory at Gettysburg in southern Pennsylvania, but at a high cost for both sides. |
| Western Theater |
| Union troops begin siege of Vicksburg, forcing its surrender. Confederate counter-attack at Chickamauga in northwestern Georgia hems in Union forces in Tennessee until reinforcements arrive. |
| Trans-Mississippi Theater |
| Union forces win battle at Honey Springs in Indian Territory. With gains in Mississippi, this allows for a Union offensive in autumn that drives Confederate forces from most of Arkansas. |

All of these events in the various theaters of battle took place in ____.

- a. the spring and summer of 1862
- b. 1863
- c. 1861
- d. the spring of 1865

Grade 8 Social Studies Assessment

1850 – 1877 Test

p 1 of 4

1. When the people of a state vote on what the law is:
 - a. Election
 - b. Popular sovereignty
 - c. Manifest Destiny
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 - c. Agricultural - cotton
 - d. Agrarian - manufacturing

Grade 8 Social Studies Assessment

p 2 of 4

10. What type of economy did the North have?
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 - c. Agricultural
 - d. A small one
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 - b. Abolition
 - c. Black suffrage
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 - a. Missouri Compromise
 - b. Lincoln-Douglas debates
 - c. *Dred Scott v. Sandford*
 - d. *Plessy v. Ferguson*

15.

Comparing Regions: 1861

| | North | South |
|-------------------------------|---|--|
| Population | 22 million | 9 million (one-third enslaved) |
| Experienced naval officers | 75% | 25% |
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| Military colleges | 1 | 7 |
| Factories/industry | 80% of nation's total | 20% of nation's total |
| Railroads | twice as many miles as South | half as many miles as North |
| Finances | <ul style="list-style-type: none"> • controlled the National Treasury • expected continued tax revenues | <ul style="list-style-type: none"> • small banks • indebted planters |

Based on information presented in the chart, which of the following statements is true?

- a. Both regions had similar naval strength.
- b. The population of the North was nearly four times greater than the population of the South.
- c. The agricultural economy of the South gave it strong financial advantages.
- d. The South had approximately one-fifth of the nation's factories and industries.

16. Prices and Wages During the Civil War (1860= 100)

| Year | Union | | Confederate | |
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| | Prices | Wages | Prices | Wages |
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Source: Atack, Jeremy, and Peter Passell. *A New Economic View of American History from Colonial Times to 1940*.

By ___ prices in the Confederacy were nearly three times as high as they were in 1860.

- a. 1861
- b. 1862
- c. 1863
- d. 1864

17.

1. Republican Party formed
2. South Carolina leads Southern state secession
3. Abraham Lincoln elected president
4. First Battle of Bull Run
5. Fort Sumter surrenders to Confederate troops

Which of the following places these events in their proper chronological order?

- 1, 2, 3, 4, 5
- 5, 1, 3, 4, 2
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18.

Nov. 20, 1863

The President
My dear Sir,
... Permit me also to express my great admiration of the thoughts offered by you, with such eloquent simplicity & appropriateness, at the consecration of the cemetery. I should be glad, if I came as near to the central idea of the occasion, in two hours, as you did in two minutes. . . .

Edward Everett

Hon. Edward Everett
My dear Sir:
Your kind note of to-day is received. In our respective parts yesterday, you could not have been excused to make a short address, nor I a long one. I am pleased to know that, in your judgment, the little I did say was not entirely a failure. . . .

A. Lincoln

This letter to President Lincoln, and his reply, refers to what celebrated moment in the history of Lincoln's presidency?

- a. Lincoln's remarks at the surrender ceremony at Appomattox Court House
- b. Lincoln's speech dedicating a cemetery at the Gettysburg battlefield
- c. Lincoln's first inaugural address in Washington on March 4, 1861
- d. Lincoln remarks while debating Stephen Douglas in the 1858 Illinois Senate race

19.

With all my devotion to the Union and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home. I have, therefore, resigned my commission in the Army, and, save in defense of my native state . . . I hope I may never be called on to draw my sword. I know you will blame me; but you must think as kindly of me as you can.

—Robert E. Lee, to his sister

From Robert E. Lee's point of view, why was he unable to remain loyal to the United States Army?

- a. He was a strong supporter of slavery.
- b. He had been mistreated while in the Army and wanted revenge.
- c. His duty and loyalty to his family and his state came first in his mind.
- d. He could not bring himself to serve while Lincoln was commander-in-chief.

20. How was Abraham Lincoln's version of Reconstruction different from what actually happened?

- a. Lincoln supported forgiveness and punishment was what happened.
- b. Lincoln supported punishment and forgiveness is what happened.
- c. Lincoln died so everything went into chaos.
- d. Lincoln supported expansion but Congress decided to keep slavery in the south.

Earth Science Study Guide ANSWERS

Assessment May 5th, 2020 (Tuesday)

1. Relative Aging:

1a. Use the figure to the right to place the rock layers in order from oldest to youngest, also include the intrusion and fault (ignore Erosion O & I)

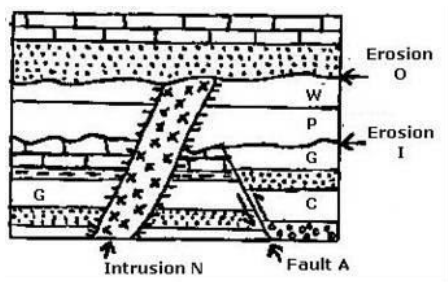
C G A P W N
 Oldest Youngest

1b. What causes an intrusion?

Magma melting rock from inside the earth

1c. What can cause a fault? Earthquakes move rock making a crack in the Earth's crust

1d. Erosion O & I are called? Unconformities - a place where older rock meets youngest due to erosion



2. Absolute Aging:

2a. You found a saber tooth tiger bone. You had it analyzed to determine the amount of radioactive element, Carbon-14, and the amount of decay element, Nitrogen-14 it contains. The half-life of Carbon-14 is 5,730 years. How old is the fossil?

| <u>Amount of Carbon-14</u> | <u>Amount of Nitrogen-14</u> | <u>Age</u> | Total Carbon-14 before the decay starts 5.5 g Remember, radioactive atoms/element become daughter element when particles & energy are given off. So, if you add them together you get the total. Number of half-lives: 2 half-lives 5.5/2 = 2.75 2.75/2 = 1.375 (present amount) |
|----------------------------|------------------------------|------------|--|
| 1.375 g | 4.125 g | Present | |

Age of the fossil: 11,460 years old
 5,730 years x 2 half-lives

2b. What fraction of Uranium-238 is left after 3 half-lives (Start with 1, of course)? 1/8th

$1 / 2 = \frac{1}{2}$ $\frac{1}{2} / 2 = \frac{1}{4}$ $\frac{1}{4} / 2 = \frac{1}{8}$

2c. What percent of Uranium-238 is left after 4 half-lives (Start with 100, of course)? 6.25%

$100\% / 2 = 50\%$ $50\% / 2 = 25\%$ $25\% / 2 = 12.5\%$ $12.5\% / 2 = 6.25\%$

2d. How is the decay of a radioactive element different from the decay of a living organism?

When living organisms decay, nutrients/elements are returned to the soil to be used again.

When a radioactive element decays it gives off energy & particles becoming a different element. This will continue until it reaches a stable element known as the daughter or decay element. So, atoms are not returned to the soil, they stay in the rock or fossil as decay element/atoms. Rocks do not get smaller because the decay atoms stay in the rock or fossil.

3. Geologic Time:

3a. According to science, the age of the Earth is believed to be **4.6 billion years old**

3b. How has science determined the age of the Earth?

1. Rocks on the earth
2. Meteorites striking the earth were aged
3. Moon rocks from Apollo missions aged

3c. Why did the Precambrian end & the Paleozoic era begin? "Explosion of life"

What brought about the end of the Paleozoic era? A mass extinction called the "Great Dying" cause of this mass extinction is not fully known

What caused the end of the Mesozoic era? A mass extinction thought to be caused by an asteroid

3d. Use your knowledge of the Geologic Time Scale to answer the following questions.

Write the correct geologic time for the items below.

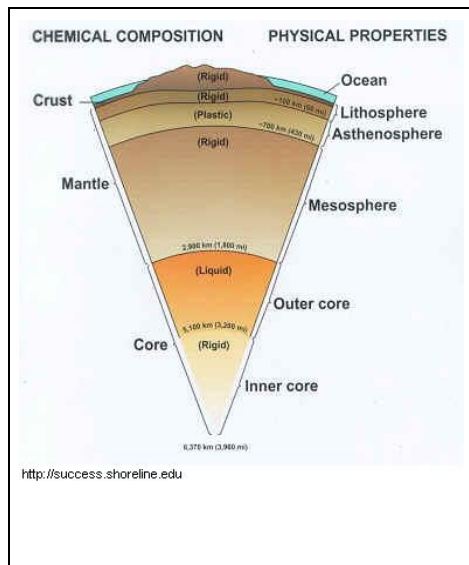
- | | Precambrian | Paleozoic | Mesozoic | Cenozoic |
|--|-------------|-----------|----------|----------|
| <u>Paleozoic</u> 1. Era when the Appalachian Mountains were formed. | | | | |
| <u>Precambrian</u> 2. The earth was being formed during which era? | | | | |
| <u>Cenozoic</u> 3. Era that the Earth is currently experiencing | | | | |
| <u>Paleozoic</u> 4. An era of geologic time that means "ancient life" | | | | |
| <u>Precambrian</u> 5. An era of geologic time that comprises 88% of Earth's geologic history | | | | |
| <u>Mesozoic</u> 6. An era of geologic time when Pangea broke apart | | | | |
| <u>Cenozoic</u> 7. An era of geologic time that means "Age of the Mammals" | | | | |

3f. Place the following events in Geologic Time in numerical order.

Oldest events are given the #1 and the most recent events a #4 - The first is done for you as an example:)

| Life | Life | Geology | Life |
|-------------------------------------|----------------------------|--|---|
| <u>4</u> 1 st birds | <u>1</u> Age of Fish | <u>3</u> Pangaea breaks apart | <u>3</u> 1 st flowering plants |
| <u>3</u> 1 st reptiles | <u>3</u> Age of Reptiles | <u>1</u> Warm, shallow seas | <u>2</u> Pines & Cycads flourish |
| <u>1</u> Early fish | <u>2</u> Age of Amphibians | <u>2</u> Coal forming swamps | <u>1</u> Moss |
| <u>2</u> 1 st amphibians | <u>4</u> Age of Mammals | <u>4</u> Himalayan, Alps, Rocky Mountains form | <u>4</u> First grasses |

4. Inside the Earth:



- 4a. How do oceanic & continental crust differ?
Continental older, thicker, less dense, found on land
Oceanic younger (subduction zones), thinner, more dense, found under the ocean
- 4b. How do scientists study the mantle?
 Scientists can't study directly so it is studied indirectly by using earthquake waves, studies of heat flow & experiments with rocks & minerals.
- 4c. What is special about the asthenosphere?
 Due to temperature & pressure this rock layer acts like a very thick liquid and can flow slowly. This is where convection currents occur that move the plates.
- 4d. How are the inner & outer cores different?
Inner core solid, not as thick, Hotter
Outer core Liquid, Thicker, Less hot

5. Plate Tectonics: Plate tectonic processes cause **gradual changes** to Earth's surface.

- 5a. The famous scientist to propose the Continental Drift Theory was **Alfred Wegener (1912)**
- 5b. The 3 types of plate boundaries: In the table below, draw the arrows of how the plates move in relation to each other and an example of geologic structures that may form due to each boundary.

| | Convergent Plate Boundary | Divergent Plate Boundary | Transform Plate Boundary |
|---------------------------|---|---|--|
| Arrows: | → ← | ← → | Can't type it but draw side to side |
| Structures that may form: | Continental-Continental Mountain Building Continental-Oceanic Volcanic mountains Trenches Oceanic-Oceanic Volcanic mountains Deep trenches | On land: rift valleys In ocean: Seafloor spreading Mid-Ocean Ridges Rift Valleys | Faults - Cracks in earth's crust (earthquakes) |

- 5c. Which tectonic processes form a new crust?
 Convergent & Divergent boundaries (C-O & O-O)
- Which tectonic processes destroy crust?
 Convergent boundaries (subduction zones!)

6. Earthquakes & Volcanoes: These cause **sudden changes** that may quickly change the Earth's surface.

- 6a. Most earthquakes happen along **plate boundaries** as pressure builds when rocks move past each other.
- 6b. The EQ's effect of the shaking on the earth is known as the **intensity** of the EQ and is measured using the **Mercalli** scale.
- 6c. The EQ's energy released is known as the **magnitude** of the EQ and is based on the largest seismic wave generated by the EQ. It is measured using the **Richter** scale (used by local news).
- 6d. As magma moves upward to make underground chambers, it may build pressure until the rock breaks on the earth's surface to form a **crater**.
- 6e. What is the difference in the 2 types of volcanoes?

| | |
|--|--|
| Cinder Cone Volcano: Violent eruptions Lava contains water, gases, & silica Often forms mountains with steep sides | Shield Volcano: Not violent eruptions Lots of lava flows slow and steady Lava is thicker & contains less water, gases & silica Flat, broad volcano with gentle slopes |
|--|--|

- 6f. What type of plate boundary is NOT associated with volcanoes? **Transform plate boundaries**
- 6g. Describe the ring of fire - **A circle of plate boundaries around the Pacific Ocean that has frequent volcanic eruptions - there are many subduction zones due to the Pacific plate being oceanic crust.**
- 6h. Describe how the Hawaiian Islands form - **A hot spot is a region in the upper mantle that produces intense heat that melts the crust above it resulting in volcanic activity. This hot spot stays in one location but a tectonic plate may move over it and as it moves, new volcanoes form behind existing volcanoes making a chain of volcanoes. So, the center of the Pacific plate is moving over a hot spot that has resulted in the Hawaiian Islands.**

Grade 8 Science Assessment

P 1 of 8

8th - Earth Science Assessment

* Required

1. Email address *

2. Record your last name *

3. Record your first name *

4. Which period do you have science? *

Mark only one oval.

- 1st
- 2nd
- 4th
- 5th
- 6th

Grade 8 Science Assessment

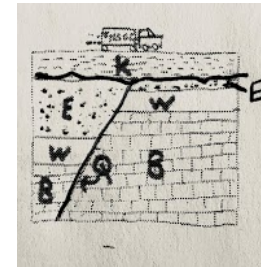
P 2 of 8

5. 1. Which of the following is FALSE about relative dating? *

Mark only one oval.

- A. Fossils found in deeper layers of the Earth's crust are older than fossils found in higher layers.
- B. Relative dating can be used to determine a fossil's age by comparing it to known fossils found in the same rock layer.
- C. Fossils found next to or below an intrusion are usually younger than the intrusion.
- D. Relative dating can be made more difficult if unconformities are present.

6. 2. In the diagram below, what has happened to rock layer E to the right of the fault? *



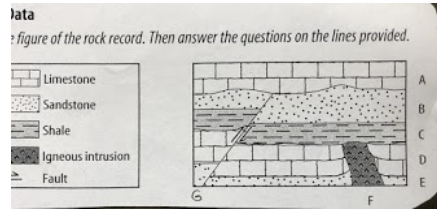
Mark only one oval.

- A. It was pushed into layer K
- B. It is still there but there is no room to draw it
- C. It was moved below layer B
- D. Due to erosion some has washed away

Grade 8 Science Assessment

p3 of 8

7. 3. Using the picture below, which of the following is NOT correct. *



Mark only one oval.

- A. The intrusion is younger than layer D
- B. There is an unconformity at the top of layer B
- C. Layers D and A are the same age
- D. G is younger than layers E, D, C, and B.

8. 4. When an atom is unstable, it will: *

Mark only one oval.

- A. Emit radiation & particles
- B. Become a different element with time
- C. Not change
- D. Both A & B

9. 5. Potassium-40 is unstable & decays into Argon-40 with a half-life of 1.27 billion years. Analysis reveals that a rock sample contains 50% or 1 g of Potassium-40 & 3 g of Argon-40. The age of the rock will be ___? *

Mark only one oval.

- A. 1.27 billion years
- B. 2.54 billion years
- C. 3.81 billion years
- D. 5730 years

Grade 8 Science Assessment

p 4 of 8

10. 6. Radiometric dating was to determine the age of a woolly mammoth tusk. Scientists found 25 g of Carbon-14 and 75 g of Nitrogen-14 in the fossil. How many half-lives have passed? *

Mark only one oval.

- A. One half-life
- B. Two half-lives
- C. One-half of a half-life
- D. Not enough information to determine

11. 7. According to science calculations, the age of the Earth is believed to be ___ *

Mark only one oval.

- A. 66 million years
- B. 4.6 billion years
- C. 245 million years
- D. 2,000 years

12. 8. The Paleozoic and Mesozoic Eras were both brought to an end by _____ *

Mark only one oval.

- A. New Mountain Ranges
- B. Shift in continents
- C. Mass extinction
- D. Global warming

Grade 8 Science Assessment

p 5 of 8

13. 9. The oldest known fossils are ___*

Mark only one oval.

- A. trilobites & brachiopods
- B. dinosaurs
- C. ferns & land insects
- D. bacteria & algae

14. 10. According to geologic study, which landform is the oldest? *

Mark only one oval.

- A. Appalachian Mountains
- B. Himalayas
- C. Great Lakes
- D. Rocky Mountains

15. 11. We are currently living in the _____ Era *

Mark only one oval.

- A. Pre-Cambrian
- B. Paleozoic
- C. Mesozoic
- D. Cenozoic

Grade 8 Science Assessment

p 6 of 8

16. 12. All of the following are evidence for the age of the Earth EXCEPT *

Mark only one oval.

- A. Rocks aged on the Earth
- B. Meteorites on Earth have been aged
- C. Rocks brought back from Mars have been sampled and aged
- D. Moon rocks brought back by the Apollo missions were aged

17. 13. Which of the following is true of Earth's continental crust? *

Mark only one oval.

- A. It is older than oceanic crust
- B. It is denser than oceanic crust
- C. It is lower than oceanic crust
- D. It is thinner than oceanic crust

18. 14. What part of the earth has man been able to directly observe and study? *

Mark only one oval.

- A. Core
- B. Crust
- C. Mantle
- D. Asthenosphere

Grade 8 Science Assessment

p 7 of 8

19. 15. At a transform fault boundary, such as the San Andreas Fault in California, what is likely to happen? *

Mark only one oval.

- A. Mountains form
 B. Volcanoes form
 C. Trenches form
 D. Earthquakes

20. 16. What occurs when one tectonic plate is forced beneath another plate? *

Mark only one oval.

- A. Subduction
 B. A rift
 C. Constructive crust
 D. Mid-ocean Ridge

21. 17. Which of the following are NOT caused by interactions between tectonic plates? *

Mark only one oval.

- A. Earthquakes
 B. Volcanoes
 C. Hot spots
 D. Mountain building

Grade 8 Science Assessment

p 8 of 8

22. 18. Which explains the formation of the Hawaiian Islands? *

Mark only one oval.

- A. The Pacific Plate gradually moves over a stationary hot spot
 B. A divergent boundary formed in the Pacific Ocean allowing magma to flow out
 C. The Hawaiian Islands are under sea mountains formed at a convergent boundary
 D. A hot spot in Earth's mantle gradually moves under Earth's crust

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Grade 8 Language Arts study Guide Answer key

p 1 of 3

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Assessment Date 5/7/20

To prepare for the final ELA assessment, be familiar with the following speeches:

- On Women's Right to Vote, Susan B Anthony, 1873
- 1960 Presidential Election, Nixon and Kennedy debate transcript
- The Civil Rights Act of 1964, Lyndon Johnson

1. **8.RI.4** Define the following:

Analogy-comparison between two things usually to clarify or deepen meaning (example: *The sword is a warrior's weapon and the pen is a writer's weapon.*)
When Anthony refers to what a democratic society stands for... and points out what the society of her day is actually doing to half of its citizens, it is an analogy.

Allusion-when an author references another event, person, or work that most people would recognize (example: *Your work is as famous as the Mona Lisa.*)
Johnson's speech refers to a "revolutionary" time in history to help make his point.

Tone- the approach or attitude an author uses; sentimental, dark, humorous, neutral (example: *You forgot to shut the garage door and the neighbor's pet lion is now curled up in her convertible.. By the tone of your mom's voice as she tells you, you can tell whether she thinks this is funny or frantic.*)

Mood- is how you (reader/listener) feel, mood is developed through setting, theme, word choice-diction, and the author's tone (example: *from Pickwick Papers, Charles Dickens- "The river, reflecting the clear blue of the sky, glistened and sparkled as it flowed noiselessly on." This mood is calm and peaceful.*)

Connotative- feeling you associate with the word (example: blue could be a color but if your friend says they are feeling blue you realize the association of sad to the word blue, OR let us imagine you are visiting someone's home. If you were called a guest or an intruder, the specific word choice/diction they use carries a different feeling because of the connotation with the word.

Denotative- Dictionary Definition (focus on the D's for easy remembrance) (example: The denotative dictionary definition of blue is a color. The connotative definition of blue is sad.)

Rhetorical questions- asked to emphasize a point where the speaker doesn't really expect an answer (example: Is rain wet? Can fish swim?) Anthony asks a question but she was not expecting an answer. It simplifies her argument with a clear YES!

Grade 8 Language Arts study Guide Answer key

p 2 of 3

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Assessment Date 5/7/20

2. What helps to determine an author's point of view? **8.RI.6**

Tips to find the purpose or thesis- look for repeated words/phrases as well as topic sentences or infer meaning by gathering evidence from examples and details given. In Susan B. Anthony's speech she is using her persuasive skills to inform listeners to understand what?

3. Give an example of a counterclaim from any one of the three speeches included.

8.RI.6 A counterclaim acknowledges the opposing point of view.

(example: Some say that chinchillas make the best pets, but I say they are expensive, their hair gets everywhere, they die young, and they make your house stink.) Making a counterclaim is necessary to address the opposite point of view. (example: "It is a downright mockery to talk to women about the blessings of liberty while..." When a speaker addresses the opposing point of view it shows his or her point of view reflects thought and purpose and was carefully considered- not a haphazard thought. This strengthens the seriousness of her claim.

4. Select the line(s) where the makes connections between individuals, ideas, or events through a comparison or analogy. **8.RI.3**

An allusion to a famous document, point in history, famous person known for a particular event/decision in history that the general public would recognize would reinforce or give weight and validity to the purpose of his or her speech wouldn't it!

When Anthony refers to what a democracy is and how half of the democratic nation that we are supposed to be is treated -what does that tell us?

5. Select one of the speeches. Read it aloud and consider any specific words that stand out to you. What is the impact of diction (specifically chosen words and phrases) on meaning and tone? **8.RI.4**

If you were called a guest or an intruder, the specific word choice/diction used carries a different feeling because of the connotation with the word. Would you rather be a guest or an intruder? In the case of Anthony's speech she uses the dictionary definition to define what...? In the 1960's presidential debate, what makes us doubt

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Assessment Date 5/7/20

the confidence of the speaker just from reading the transcript (not from watching the television version)?

6. Fill out a graphic organizer to compare/contrast the differences in effectiveness of a speech when only listening to the speaker, listening and watching the speaker, and simply reading the text. **8.RI.5**

When I hear your voice I can sense your attitude about the subject and know the intensity of your feelings-or whether you really don't care.

When I see you speak, the meaning is deepened with nonverbal gestures, facial expressions, and mannerisms which communicate purpose or lack of purpose.

When I read the text of your speech, I may make something out of what you said that you didn't intend at all. For example, have you ever read an email and thought someone was mad at you when they weren't? Have you ever read a text and thought someone was pleased with you when it was actually the opposite?

7. Consider the impression made with regard to the advantages and disadvantages of using different mediums (print, digital, multimedia) in a performance. **8.RI.7** Seeing and hearing makes a difference in what an audience takes from a speech. Just look at the Kennedy/Nixon debate! You have an online friend you have never seen. They claim in print to be fourteen but one day you find out they are eight years old! Seeing the speaker makes a huge difference after you've only read what they typed. Would Kennedy have been voted President without that crucial televised presidential debate? What did Kennedy do to appear in good health? Nixon's knee injury, hospital stay, extensive touring schedule, and lack of preparation for stand out attire combined to make Nixon appear how to the American public?

Name:

Teacher:

Period:

Grade 8 Language Arts Assessment

Read the 3 speeches and answer the questions that follow.

p 2 of 11

On Women's Right to Vote

Author: Susan B. Anthony
Date: 1873

Annotation: Susan B. Anthony was a strong proponent for women's rights. This speech was given after her arrest for casting an illegal vote in the presidential election of 1872. She was tried and then fined \$100 but refused to pay.

Document: Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people - women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government - the ballot.

For any state to make sex a qualification that must ever result in the disfranchisement of one entire half of the people, is to pass a bill of attainder, or, an ex post facto law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity.

To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon rules the African, might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household - which ordains all men sovereigns, all women subjects, carries dissension, discord, and rebellion into every home of the nation.

Webster, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office.

The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states is today null and void.

p 3 of 11

1. What is Anthony's purpose for the speech? 8.RI.6 *

Mark only one oval.

- to argue that citizens should pass the 19th Amendment
to argue that women should have the right to vote
to argue that white men are the true and only citizens of the US.

2. On what common knowledge does Anthony base her argument? 8.RI.4 * 1 point

Check all that apply.

- The Declaration of Independence
The Bill of Rights
The US Constitution

3. How does Anthony use the Constitution to support her argument? 8.RI.4 * 1 point

Mark only one oval.

- As an allusion to reinforce her purpose
As an analogy to state conflicting viewpoints.
As irrelevant support for her purpose

4. Which of the following quotes strongly identifies the conflicting viewpoint? 8.RI.6 * 1 point

Mark only one oval.

- "It shall be my work this evening to prove to that in thus voting, I simply exercised my citizen's rights..."
"It was we, the people; not we, the white male citizens; ...who formed the Union."
"And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government-the ballot."

p4 of 11

5. In the 6th paragraph, how does Anthony use the denotation of the word "citizen" to support her argument? 8.RI.4 * 1 point

Mark only one oval.

- To support her claim that women should vote
- To support the conflicting viewpoint that women should not vote
- The support is not relevant to her claim.

6. In the 5th paragraph, Anthony compares the US treatment of many people to an aristocratic government (ruled by elite, or privileged upper class). How does this analogy strengthen Anthony's claim? 8.RI.3 * 1 point

Mark only one oval.

- The analogy shows women were in charge of the household.
- The analogy shows the US does not intend to stay a democratic-republican country.
- The analogy shows men and women are not treated equally.

7. How does the rhetorical question Anthony uses in the conclusion persuade the listener? 8.RI.6 * 1 point

Mark only one oval.

- simplifies her argument
- makes the reader seem ignorant
- restates her purpose

Nixon vs Kennedy 1960 Presidential Debate

p5 of 11

Try It

Use this passage to answer questions I-7.

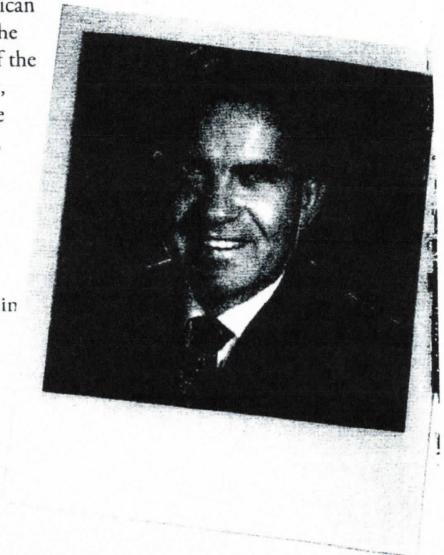
Read the passage. As you read, pay attention to how the characteristics of print media affect your judgment of the events described. Use the questions to help you.

The 1960 presidential election between Republican Vice President Richard Nixon and Democratic Senator John F. Kennedy featured the first presidential debates to be broadcast live on television. The passage below is an excerpt from the transcript of the first debate, which was held on September 26, 1960.

MODERATOR: Mr. Vice President, your campaign stresses the value of your eight-year experience. Would you tell us please specifically what major proposals you have made in the last eight years that have been adopted by the administration?

MR. NIXON: First, after each of my foreign trips, I have made recommendations that have been adopted. For example, after my first trip abroad—abroad, I strongly recommended that we increase our exchange programs particularly as they related to exchange of persons of leaders in the labor field and in the information field. After my trip to South America, I made recommendations that a lending agency be set up which the South American much better than a lend—than to participate in the lending agencies which treated all the countries of the world the same. After my trip abroad to Hungary, I made some recommendations with regard to the Hungarian refugee situation which were adopted, not only by the president but some of them were enacted into law by the Congress. Within the administration, as a chairman of the President's Committee on Price Stability and Economic Growth, I have had the opportunity to make recommendations which have been adopted within the administration and which I think have been reasonably effective. I know Senator Kennedy suggested in a speech yesterday that that committee had not been particularly effective. I would only suggest that since that committee has been formed, the price line has been held very well within the United States.

When viewed in print, how effective is Mr. Nixon's response?

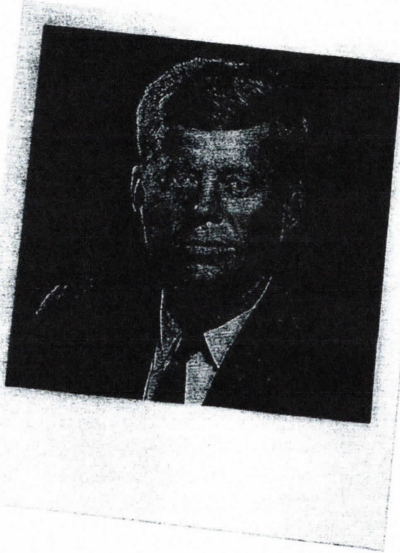


Continued on the next page ➔

p 6 of 11

Continued from the previous page

MR. KENNEDY: Well, I would say in the latter that the—and that's what I found uh—somewhat unsatisfactory about the figures uh—Mr. Nixon, that you used in your previous speech, when you talked about the Truman Administration. You—Mr. Truman came to office in nineteen uh—forty-four and at the end of the war, and uh—difficulties that were facing the United States during that period of transition—1946 when price controls were lifted—so it's rather difficult to use an overall figure taking those seven and a half years and comparing them to the last eight years. In regard to uh—price stability uh—I'm not aware that that committee did produce recommendations that ever were certainly before the Congress from the point of view of legislation in regard to controlling prices. In regard to the exchange of students and labor unions, I am chairman of the subcommittee on Africa, and I think that one of the most unfortunate phases of our policy towards that country was the very minute number of exchanges that we had. I think it's true of Latin America also. We did come forward with a program of students for the Congo of over three hundred which was more than the federal government had for all of Africa the previous year, so that I don't think that uh—we have moved at least in those two areas with sufficient vigor.



Notice that the transcript of Mr. Kennedy's response includes a number of *uhs* and other pauses. How does this make you feel about his performance in the debate?

HOTS Evaluate

How might your judgment of this debate be affected if you were actually able to see and hear the candidates speaking?

p 7 of 11

1. Notice that the transcript of Mr. Kennedy's response includes a number of uhs and other pauses. How does this make the reader feel about his performance in the debate? 8.RI.4 * 1 point

Mark only one oval.

- He was unsure of himself.
- His answer was untruthful.
- His answer is effective.

2. When viewed in print from the transcript, how effective is Mr. Nixon's response? 8.RI.5 * 1 point

Mark only one oval.

- His answer is more effective.
- His answer is inaccurate.
- His answer is less persuasive.

3. According to the second passage, how was Kennedy able to use the medium of television to his advantage? 8.RI.7 * 1 point

Mark only one oval.

- To capitalize on his persuasive skills
- To capitalize on his appearance
- To capitalize on his speaking skills

4. Television cameras and lights have the ability to bring out the best and worst in a person's appearance. What impression did Kennedy's appearance make on voters? 8.RI.7 * 1 point

Mark only one oval.

- He was young and healthy.
- He would make an excellent president.
- His appearance made no impression because not a lot of households had a television set.

5. People can be judged on their appearance rather than their knowledge. 1 point
how would this impression of Kennedy have been different if coverage of the debate were limited to just transcript? 8.RI.7 *

p8 of 11

Mark only one oval.

- People still would have thought Kennedy was the best man for the job because he said "uh" a lot just like regular people do.
- Kennedy's charisma would not have translated into words.
- The transcript proved Kennedy knew what he was talking about.

6. Notice that radio listeners judged the debate in favor of Nixon. What does that tell you about Nixon's speaking performance? 8.RI.7 *

Mark only one oval.

- The training and practice Kennedy had showed Nixon did not care about how he looked or sounded to the American people.
- Nixon was nervous because he had never spoken in front of an audience before.
- Nixon had knowledge and confidence in what he was saying.

7. Many newspaper accounts also gave the edge to Nixon. What does that tell you about the details of each candidate's message? 8.RI.7 *

Mark only one oval.

- Newspaper editors prefer Republican presidential candidates over Democratic presidential candidates.
- Nixon's experience allowed him to express more detailed solutions to the problems of the world.
- Kennedy's message was told like a story teller. Newspaper editors like to tell stories so the lack of details wasn't an issue.

President Lyndon Johnson-Civil Rights Act of 1964 Use the passage to answer 1-5.
The Civil Rights Act of 1964 was a landmark piece of legislation in the United States that outlawed racial segregation in schools, public places, and employment. Before signing this Act, President Lyndon Johnson urged the American people to support this new law.

p9 of 11

I am about to sign into law the Civil Right Act of 1964. I want to take this occasion to talk to you about what that law means to every American.

One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom. They pledged their lives, their fortunes, and their sacred honor not only to found a nation, but to forge an ideal of freedom—not only for political independence, but for personal liberty—not only to eliminate foreign rule, but to establish the rule of justice in the affairs of men.

That struggle was a turning point in our history. Yet those who founded our country knew that freedom would be secure only if each generation fought to renew and enlarge its meaning.

Americans of every race and color have died in battle to protect our freedom. Americans of every race and color have worked to build a nation of widening opportunities. Now our generation of Americans has been called on to continue the unending search for justice within our own borders.

We believe that all men are created equal. Yet many are denied equal treatment.

We believe that all men have certain unalienable rights. Yet many Americans do not enjoy those rights.

We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings—not because of their own failures, but because of the color of their skin.

It cannot continue. Our constitution, the foundation of our Republic, forbids it. The principles of our freedom forbid it. Morality forbids it. And the law I will sign tonight forbids it.

The purpose of the law is simple.

It does not restrict the freedom of any American, so long as he respects the rights of others.

It does not give special treatment to any citizen.

It does say the only limit to a man's hope for happiness, and for the future of this children, shall be his own ability.

This Civil Rights Act is a challenge to all of us to go to work in our communities and our States, in our homes and in our hearts, to eliminate the last vestiges¹ of injustice in our beloved country.

So tonight I urge every public official, every religious leader, every business and professional man, every workingman, every housewife—I urge every American—to join in this effort to bring justice and hope to all our people—and to bring peace to our land.

My fellow citizens, we have come now to a time of testing. We must not fail.

Let us close the springs of racial poison. Let us pray for wise and understanding hearts. Let us lay aside irrelevant differences and make our Nation whole. Let us hasten that day when our unmeasured strength and our unbounded spirit will be free to do the great works ordained for this Nation by the just and wise God who is the Father of us all.

Thank you and goodnight.

¹ Vestiges: slight traces

p 10 of 11

1. In paragraph two, Johnson alludes to what important time in American History? 8.RI.4 * 1 point

Mark only one oval.

- Civil War
- War of 1812
- Revolutionary War

2. How does Johnson's use of the allusion in paragraph two strengthen his argument? 8.RI.4 * 1 point

Mark only one oval.

- To provide sound reasoning for why he is signing the Civil Rights Act.
- To explain why the US needed a Civil Rights Act.
- To make sure his audience knows vital historical moments in US history.

3. Why does Johnson make the allusions in lines 23, 25, & 28 of his speech? 8.RI.4 * 1 point

Mark only one oval.

- To contrast what US citizens believe to what is reality for many citizens.
- To show how he could take evidence from other texts to improve his diction and make his point.
- Referring to an important document in history to make his point shows the connections from one point in history to another.

p 11 of 11

4. What is the purpose of Johnson's speech? 8.RI.6 * 1 point

Mark only one oval.

- To inform the public Johnson was going to change voting laws.
- To convince the American public the time had come to change social thinking.
- To shame the public into doing what the American president was asking them to do.

5. How does the repetition in the last paragraph help Johnson appeal to the listener? 8.RI.4 1 point

Mark only one oval.

- Johnson wants to show change is something we must do together.
- Repetition provides flow and rhythm to a speech. This inspires confidence.
- All speeches have repetition. It's a requirement.

Grade 8 Math study Guide Part I Answer key

p1 of 5

1. Solve the following equation.

1 point

$$17 - \frac{1}{9}x = 10$$

- x = - 63
- x = 63
- x = -243
- x = 243

2. Solve the following equation. *

1 point

$$4.8x + 13 = 1$$

- x = - 2.5
- x = 2.5
- x = 2.9
- x = - 3.4

Grade 8 Math study Guide Part I Answer key

p2 of 5

3. Solve the following equation. *

1 point

$$-4 + w + 17 - \frac{2}{3}w = 16$$

- w = 12
- w = - 12
- w = - 9
- w = 9

4. Solve the following equation. *

1 point

$$-12c - 4 + 7.5c - 11 = -6$$

- c = -2
- c = 2
- c = 7
- c = -7

Pre-fill responses, then click "Get link"

Pre-fill responses, then click "Get link"

Grade 8 Math study Guide Part I Answer key p 3 of 5

5. Solve the following equation. *

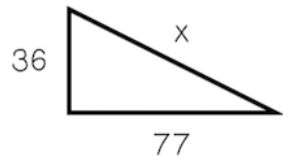
1 point

$$-4x + 6(4x - 3) = -8$$

- x = 6
- x = - 6
- x = - 1/2
- x = 1/2

6. Find x, the missing side length in the right triangle. *

1 point

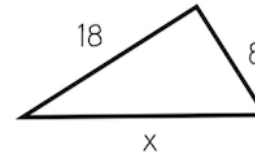


- 85
- 68
- 41
- 113

Grade 8 Math study Guide Part I Answer key p 4 of 5

7. Find x, the missing side length in the right triangle. *

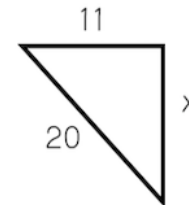
1 point



- 13.8
- 16.1
- 22.3
- 19.7

8. Find x, the missing side length in the right triangle. *

1 point



- 14.1
- 16.7
- 22.8
- 28.2

Pre-fill responses, then click "Get link"

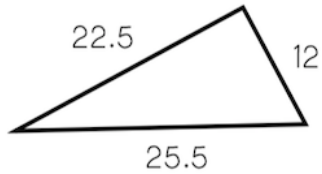
Pre-fill responses, then click "Get link"

Grade 8 Math study Guide Part I Answer key

p 5 of 5

9. Is the triangle shown below a right triangle? *

1 point



- Yes
 No

10. Do the triangle side lengths below form a right triangle? *

1 point

5, 7.5, 2.5

- Yes
 No

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Grade 8 Math study Guide Part 2 Answer key

p 1 of 8

Use the formulas below for problems 1-5 on this Google Form. This is not a question, just a reminder of the formulas.

Volume of cylinders: $V = \pi r^2 h$

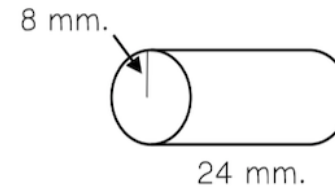
Volume of cones: $V = \frac{1}{3} \pi r^2 h$

Volume of spheres: $V = \frac{4}{3} \pi r^3$

Your answer

1. Find the volume of the cylinder below. Use 3.14 for pi. Round to the nearest whole number if necessary. *

1 point



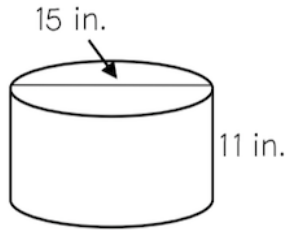
- 2,981 mm cubed
 4,823 mm cubed
 1,536 mm cubed
 6,493 mm cubed

Pre-fill responses, then click "Get link"

Grade 8 Math study Guide Part 2 Answer key

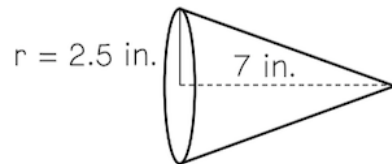
p 2 of 8

2. Find the volume of the cylinder below. Use 3.14 for pi. Round to the nearest whole number if necessary. * 1 point



- 8,218 in cubed
- 7,772 in cubed
- 2,830 in cubed
- 1,943 in cubed

3. Find the volume of the cone below. Use 3.14 for pi. Round to the nearest whole number if necessary. * 1 point



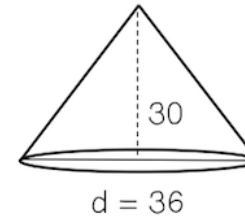
- 46 in cubed
- 54 in cubed
- 183 in cubed
- 97 in cubed

Pre-fill responses, then click "Get link"

Grade 8 Math study Guide Part 2 Answer key

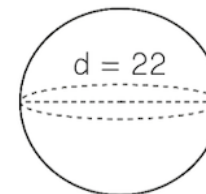
p 3 of 8

4. Find the volume of the cone below. Use 3.14 for pi. Round to the nearest whole number if necessary. * 1 point



- 13,281 units cubed
- 10,174 units cubed
- 122,083 units cubed
- 97,392 units cubed

5. Find the volume of the sphere below. Use 3.14 for pi. Round to the nearest whole number if necessary. * 1 point



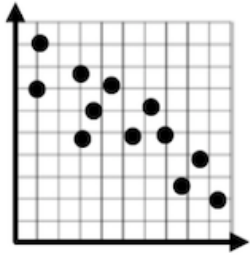
- 44,580 units cubed
- 7,282 units cubed
- 5,573 units cubed
- 2,172 units cubed

Pre-fill responses, then click "Get link"

Grade 8 Math study Guide Part 2 Answer key

p4 of 8

6. For the scatter plot below, label the association and whether it is linear or non-linear. * 1 point

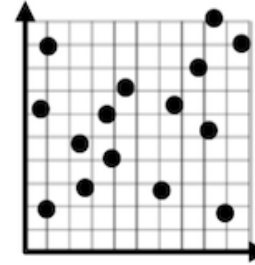


- Positive and Non-linear
- Negative and Non-linear
- Negative and Linear
- No association and Non-linear

Grade 8 Math study Guide Part 2 Answer key

p5 of 8

7. For the scatter plot below, label the association and whether it is linear or non-linear. * 1 point



- Positive and Non-linear
- Negative and Non-linear
- Negative and Linear
- No association and Non-linear

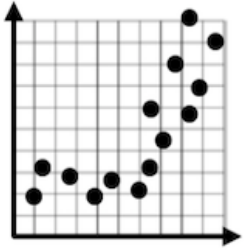
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Grade 8 Math study Guide Part 2 Answer key

p 6 of 8

8. For the scatter plot below, label the association and whether it is linear or non-linear. * 1 point



- Positive and Non-linear
- Positive and Linear
- Negative and Non-Linear
- No association and Non-linear

Grade 8 Math study Guide Part 2 Answer key

p 7 of 8

9. Several high school students were surveyed and asked if they had a job and if they had their own car. Using the two-way table below, answer the question: Of the students surveyed, how many have a job? * 1 point

| | CAR | NO CAR | TOTAL |
|--------|-----|--------|-------|
| JOB | 6 | 1 | 7 |
| NO JOB | 5 | 5 | 10 |
| TOTAL | 11 | 6 | 17 |

- 6
- 17
- 7
- 14

Pre-fill responses, then click "Get link"

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Grade 8 Math study Guide Part 2 Answer key p 8 of 8

10. Several high school students were surveyed and asked if they had a job and if they had their own car. Using the two-way table below, answer the question: Of the students who have a car, how many also have a job? *

| | CAR | NO CAR | TOTAL |
|--------|-----|--------|-------|
| JOB | 6 | 1 | 7 |
| NO JOB | 5 | 5 | 10 |
| TOTAL | 11 | 6 | 17 |

- 11
 5
 10
 6

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Grade 8 Math Assessment p 10 of 11

8th Grade Math Assessment

* Required

1. What is your LAST name? *

2. What class period do you have Math? *

Mark only one oval.

- 1
 2
 4
 5
 6

3. 1. Solve the following equation. (Hint: Do not forget to combine like terms) *

1 point

$$34 = -2 + 9x + 16 + x$$

Mark only one oval.

- $x = 1$
 $x = 1/2$
 $x = 2$
 $x = -4$

4. 2. Solve the following equation. *

$$-8x - 3(2x + 1) = 67$$

Mark only one oval.

- $x = -5$
- $x = 5$
- $x = 8$
- $x = -33$

5. 3. Which is the correct first step to solve the linear equation shown? *

1 point

$$15 - 2.5x = 40$$

Mark only one oval.

- Add 2.5 to both sides
- Subtract 15 from both sides
- Add 15 to both sides
- Divide -2.5 from both sides

6. 4. Solve the following two-step equation. *

1 point

$$18 = 5m + 3$$

Mark only one oval.

- $m = 6$
- $m = 26$
- $m = 4.2$
- $m = 3$

7. 5. Solve the following equation. *

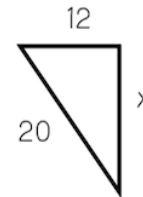
$$-0.2(25x + 5) - 5 = 4$$

Mark only one oval.

- $x = 6$
- $x = -6$
- $x = 2$
- $x = -2$

8. 6. Find
- x
- , the missing side length in the right triangle. *

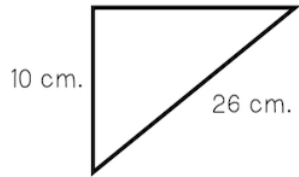
1 point



Mark only one oval.

- 12
- 23.3
- 16
- 8

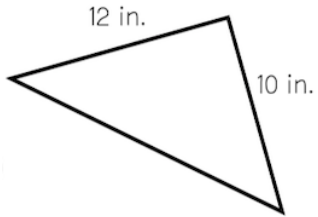
9. 7. Find the missing side length of the right triangle. *



Mark only one oval.

- 24
- 27.9
- 16
- 8.2

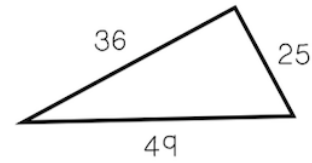
10. 8. Find the missing side length of the right triangle. Round to the nearest tenth. * 1 point



Mark only one oval.

- 6.6
- 22.0
- 15.6
- 12.8

11. 9. Is the triangle shown below a right triangle? *



Mark only one oval.

- Yes
- No

12. 10. Could the side lengths below make up a right triangle? * 1 point

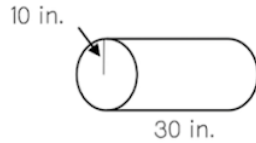
20, 29, 21

Mark only one oval.

- Yes
- No

13. 11. What is the volume of the cylinder below? Use 3.14 for pi. *

Volume of cylinders: $V = \pi r^2 h$

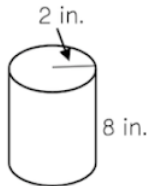


Mark only one oval.

- 12,381 inches cubed
 8,645 inches cubed
 9,420 inches cubed
 1,884 inches cubed

14. 12. What is the volume of the cylinder below? Use 3.14 for pi. Round to the nearest tenth. *

Volume of cylinders: $V = \pi r^2 h$

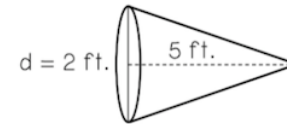


Mark only one oval.

- 100.5 inches cubed
 93.2 inches cubed
 401.9 inches cubed
 322.4 inches cubed

15. 13. What is the volume of the cone below? Use 3.14 for pi. Round to the nearest tenth. *

Volume of cones: $V = \frac{1}{3} \pi r^2 h$

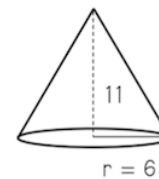


Mark only one oval.

- 20.9 ft cubed
 7.4 ft cubed
 5.2 ft cubed
 18.1 ft cubed

16. 14. What is the volume of the cone below? Use 3.14 for pi. Round to the nearest tenth. *

Volume of cones: $V = \frac{1}{3} \pi r^2 h$



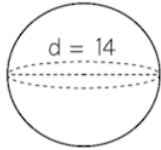
Mark only one oval.

- 414.5 units cubed
 1,657.9 units cubed
 621.1 units cubed
 1,243.4 units cubed

1 point

- 17. 15. What is the volume of the sphere below? Use 3.14 for pi. *

Volume of spheres: $V = \frac{4}{3} \pi r^3$



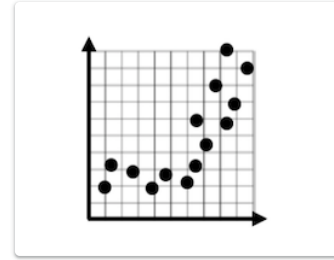
Mark only one oval.

- 3,129 units cubed
- 1,436 units cubed
- 783 units cubed
- 11,488 units cubed

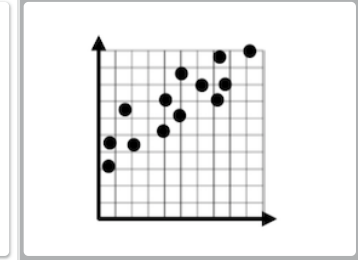
1 point

- 18. 16. Which scatter plot shows both positive and linear association? *

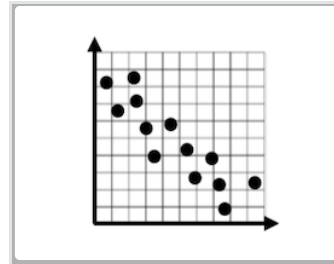
Mark only one oval.



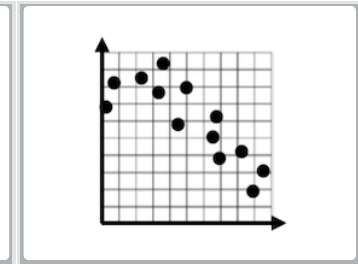
A



B



C

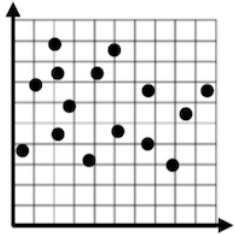


D

Grade 8 Math Assessment

P 10 of 11
1 point

19. 17. What type of association does the scatter plot show? *



Mark only one oval.

- Positive Association
- Negative Association
- No Association

20. 18. What type of association would you expect to see between the following variables? *

1 point

| 1 ST VARIABLE | 2 ND VARIABLE |
|--------------------------|--------------------------|
| A person's height | A person's shoe size |

Mark only one oval.

- Positive Association
- Negative Association
- No Association

Grade 8 Math Assessment

P 11 of 11
1 point

21. 19. A group of middle schoolers were asked what grade they were in and if they preferred video, games, sports or neither. The results are shown in the two-way table below. How many more 8th graders than 7th graders preferred video games? *

| | VIDEO GAMES | SPORTS | NEITHER | TOTAL |
|-----------------------|-------------|--------|---------|-------|
| 6 TH GRADE | 4 | 6 | 1 | 11 |
| 7 TH GRADE | 2 | 7 | 3 | 12 |
| 8 TH GRADE | 7 | 5 | 1 | 13 |
| TOTAL | 13 | 18 | 5 | 36 |

Mark only one oval.

- 5
- 13
- 7
- 4

22. 19. A group of middle schoolers were asked what grade they were in and if they preferred video, games, sports or neither. The results are shown in the two-way table below. How many people who said they preferred sports were in 7th grade? *

1 point

| | VIDEO GAMES | SPORTS | NEITHER | TOTAL |
|-----------------------|-------------|--------|---------|-------|
| 6 TH GRADE | 4 | 6 | 1 | 11 |
| 7 TH GRADE | 2 | 7 | 3 | 12 |
| 8 TH GRADE | 7 | 5 | 1 | 13 |
| TOTAL | 13 | 18 | 5 | 36 |

Mark only one oval.

- 18
- 9
- 12
- 7