
SOCIAL STUDIES

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 8 Social Studies EOG assessment has a total of 75 selected-response (multiple-choice) items.

The test will be given in two sections.

- You may have up to 70 minutes per section to complete Sections 1 and 2.
- You will have about 90 to 140 minutes for the complete Social Studies EOG assessment.

CONTENT

The Grade 8 Social Studies EOG assessment will measure the Grade 8 Social Studies standards that are described at www.georgiastandards.org.

The content of the assessment covers standards that are reported under these domains:

- History
- Geography
- Government and Civics
- Economics

ITEM TYPES

The Social Studies portion of the Grade 8 EOG assessment consists of selected-response (multiple-choice) items only.

SOCIAL STUDIES DEPTH OF KNOWLEDGE EXAMPLE ITEMS

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

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

Example Item 1

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

Social Studies Grade 8 Content Domain: History

Standard: SS8H2. The student will analyze the colonial period of Georgia's history.

a. Explain the importance of James Oglethorpe, the Charter of 1732, and reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.

Who was the founder of the colony of Georgia?

- A. Tomochichi
- B. Elijah Clark
- C. Mary Musgrove
- D. James Oglethorpe

Correct Answer: D

Explanation of Correct Answer: The correct answer is choice (D) James Oglethorpe. Choice (A) is incorrect because although Tomochichi helped early settlers, he was not Georgia's founder. Choice (B) Elijah Clarke is incorrect because he was an important figure during the American Revolution, not the founder of Georgia. Choice (C) is incorrect because Mary Musgrove interpreted for the founder of Georgia but was not its founder.

Example Item 2

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

Social Studies Grade 8 Content Domain: Geography

Standard: SS8G1. The student will describe Georgia with regard to physical features and location. b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.

Read the information in the box.

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

Which geographic region is described in the box?

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

Correct Answer: D

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

Example Item 3

DOK Level 3: This is a DOK level 3 item because students must analyze the information in the chart in order to draw a conclusion about the forms of city government listed and compare the options.

Social Studies Grade 8 Content Domain: Government and Civics

Standard: SS8CG5. The student will analyze the role of local governments in the state of Georgia. b. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government.

Read the information in the chart.

	Forms of City Government		
	Strong Mayor-Council	Weak Mayor-Council	Council-Manager
Executive Role and Responsibility	Most power rests with the mayor	Most power rests with the council	City Manager
Policymaking Responsibility	Power rests with the council, but the mayor may have the ability to veto	Power rests with the council	Council
Who Has the Most Power	Mayor	Council	Council

Based on the information in the chart, which of these describes an advantage of a weak mayor-council form of government?

- A. Executive duties are subjected to a system of checks and balances.
- B. Executive power is shared among others rather than reserved for one person.
- C. Executive functions are centralized so that they can be handled by only one person.
- D. Executive responsibility and policymaking are split between two branches of government.

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) Executive power is shared among others rather than reserved for one person. The weak mayor-council disperses the power among the members of the city council, with some power for the mayor. Choice (A) is incorrect because most of the power resides with the council and the mayor does not balance this power. Choice (C) is incorrect because most executive power rests with the council, which is made up of many people. Choice (D) is incorrect because both the council and the mayor exercise executive responsibilities.

SOCIAL STUDIES CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

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

The organization of Social Studies units in this guide is based on Frameworks developed by the Curriculum and Instruction Division of the Georgia Department of Education. The Social Studies section begins with Unit 2. Unit 1 focuses on overarching themes and concepts, rather than on specific standards. Unit 1 will, therefore, not be a part of the End-of-Grade assessment. These Frameworks can be accessed at <https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/socialstudies6-8.aspx>.

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CONTENT DESCRIPTION

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

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

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

Unit 2: Georgia Geography and the Prehistoric Period

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

KEY TERMS

Appalachian Mountains: A large mountain chain in eastern North America extending from Canada into Alabama. (G1c)

Appalachian Plateau: A region in northwest Georgia known for its mountains. It is part of the larger Appalachian mountain range. (G1b)

Barrier Islands: A group of mostly undeveloped islands along Georgia's coast. (G1c)

Blue Ridge Mountains: A mountainous region in northern Georgia that is a branch of the Appalachian mountain chain. (G1b)

Chattahoochee River: A long river that flows from northern Georgia along the Georgia/Alabama border and into the Apalachicola River. The river is used for rafting and fishing and is a national recreation area. (G1c)

Coastal Plain: A low-lying and mostly flat region of Georgia that covers most of the state's southern half. It has sandy beaches, flatlands, and gently rolling hills. (G1b)

Fall Line: A geological boundary that divides the rocks of the upper Coastal Plain from those of the Piedmont. Because the line is marked by rivers, it has been a center for commerce and trade throughout Georgia's history. (G1c)

Georgia: A state in the southern United States and the last of the thirteen original colonies. It is the largest state east of the Mississippi River. Parts of Georgia have a subtropical climate, but the areas northwest of the Chattahoochee River are cooler. The state is the largest producer of peanuts in the United States. (G1a)

Mississippian culture: An early native culture, which settled the midwestern and southeastern parts of what is today the United States. The Mississippian people cultivated the land, gathered nuts and berries, and hunted. They existed as a group from about CE 800* to 1600 and then split into a number of Native American groups. (H1a)

Native Americans: Many groups of Native Americans once made what is now Georgia their home, including the Apalachicola, Cherokee, Muscogee, and Yamacraw tribes. (H1a)

Okefenokee Swamp: A large but shallow wetland in southeast Georgia and northeast Florida. Much of the area is today protected as part of a national refuge. (G1c)

Paleo culture: An early native culture which lived in the Southeast during the Ice Age, from approximately 10,000 to 8000 BCE**. The Paleo people were nomadic and depended mainly on animals for food. (H1a)

Piedmont: A region of Georgia located between the Coastal Plain in the south and mountains in the north. It is hilly, the second-largest region of the state, and the most populated. (G1b)

*CE: Common Era, previously known as AD

**BCE: Before common era, previously known as BC

Savannah River: A river that begins in South Carolina, flows along the South Carolina and Georgia border, and empties into the Atlantic Ocean. It is about 300 miles long. (G1c)

Valley and Ridge: A region located in northwest Georgia, marked by high ridges that overlook deep, wide valleys. (G1b)

KEY IDEAS

Georgia's Climate

Georgia has a climate as diverse as its topography.

Summers are hot and winters mild, thanks to Georgia's subtropical location in the Northern Hemisphere. The northern part of the state, which is more mountainous, tends to be colder and snowier. The line of division between these two climate regions is the Chattahoochee River.

With the Atlantic Ocean bordering the state on the east and a coastal plain to the south, Georgia does not lack precipitation. Tornadoes occur, usually carried by storms from the west. Hurricanes are less common but occasionally move inland from the ocean. (G1d)

Native American Cultures

Time Period	Native Americans	Historical Significance
12,000 BCE–8,000 BCE	Paleo Indians	The first humans in Georgia; they were nomadic hunters and gatherers who hunted large game such as mastodons and giant bison.
8,000 BCE–1,000 BCE	Archaic Indians	The second oldest Native American culture in Georgia; they are nomadic hunters who hunted smaller game and are credited with developing grooved axes, the atlatl, fish hooks, and pottery.
1,000 BCE–700 CE	Woodland Indians	The third prehistoric Native American culture in Georgia; they were credited for the development of the bow and arrow, pottery for storage, and intensification of horticulture, as well as building small mounds.
800 CE–1,600 CE	Mississippian Indians	The last major prehistoric Native American culture in Georgia; they are known for being large-scale farmers and mound builders who traded throughout North America. This group was the first to meet Europeans.

Sample Items 1–2

Item 1

In which Native American culture was the shift made from hunting and gathering to farming?

- A. Paleo
- B. Archaic
- C. Woodland
- D. Mississippian

Item 2

Which statement describes a difference between the Woodland culture and the Mississippian culture?

- A. Mississippian society was organized into chiefdoms.
- B. Trading with other groups was part of the Woodland culture.
- C. Farming was an important activity for the Woodland Indians.
- D. The people of Mississippian culture constructed mounds.

Unit 3: Exploration and Colonization

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

KEY TERMS

Charter of 1732: Signed by King George II, it established the royal colony of Georgia and appointed a Board of Trustees to govern it. (H2a)

Hernando de Soto: A Spanish explorer and *conquistador* who landed in what came to be known as Florida in 1539. He explored the Southeast, including Georgia, from 1539 to 1542. He and his 600 men searched for wealth, sparking conflict with the Native American groups whom they exploited and enslaved. (H1b)

European Exploration: The French, Spanish, and British all sent explorers to the southeastern part of North America. The Spanish, believing the area to be rich in gold, searched for wealth. They also believed it was their mission to convert the natives to Christianity. The French sought to found an empire based on trade in furs, fish, and sugar. The British wanted to colonize the area for a number of reasons. Some sought the riches offered by the area's abundance of resources. Others hoped to escape religious persecution in Europe. (H1c)

Highland Scots: A group of Scottish people from the area of Inverness who came to Georgia in the 1730s. They founded the city of Darien along the colony's southern border. (H2b)

Land Ownership: Under the royal charter signed by King George II, colonists were not permitted to own land. This caused discontent, due to their hard work in developing and cultivating the region. (H2c)

Malcontents: A group of mostly Scottish colonists who loudly opposed the policies of James Oglethorpe and Georgia's Board of Trustees. (H2b)

Mary Musgrove: A Native American woman who was James Oglethorpe's Creek interpreter and emissary during Georgia's earliest years. (H2a)

Native Americans: Many groups of Native Americans made what is now Georgia their home, including the Apalachicola, Cherokee, Muscogee, and Yamacraw tribes. (H1b)

James Oglethorpe: The British general and philanthropist who founded the colony of Georgia. Oglethorpe was one of the original trustees and the only trustee to come to Georgia. (H2a)

Royal Governors: After the Trustees refused to continue overseeing Georgia's daily operations, the king appointed a series of governors to lead the colony. The first royal governor introduced the self-government to colonists, but later took it away. The second governor reintroduced self-government. The third became popular because of his successful economic policies. (H2c)

Salzburgers: A group of German-speaking Protestant refugees who helped settle the colony of Georgia in the 1730s. (H2b)

Savannah: A Georgia city near the mouth of the Savannah River, founded in 1733 by James Oglethorpe. (H2a)

Slavery: Oglethorpe banned slavery in the colony of Georgia. This led to conflicts with colonists who believed that slaves were needed to work the land. (H2c)

Spanish Missions: Places of worship set up by Spanish Catholic missionaries to convert native peoples to Christianity. In Georgia, many such places were established along the Barrier Islands. (H1b)

Tomochichi: A Creek leader who acted as a mediator between British settlers in Georgia and the native population of the region. (H2a)

Trustee Period: From 1732 to 1752, a Board of Trustees governed the colony of Georgia. (H2b)

War of Jenkins' Ear: During the 1730s and 1740s, Great Britain and Spain engaged in a number of military conflicts, some of which took place in Georgia and Florida. As a result, Georgian colonists feared violent attacks by the Spaniards who held Florida. (H2b)

Sample Items 3–4

Item 3

Read the information in the chart.

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

Which conclusion can **BEST** be drawn from this chart?

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

Item 4

Read the information in the box.

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

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

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

Unit 4: Statehood

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

KEY TERMS

Articles of Confederation: The first constitution of the United States of America. Because it allowed for only a weak central government, it was later replaced with the U.S. Constitution, which established a federal government with a president, a judicial system, and the authority to tax. (H4a)

Abraham Baldwin: A delegate from Georgia to the Continental Congress in 1785 and 1787–88. He later served as a representative and senator of the state. (H4b)

Battle of Kettle Creek: A battle of the American Revolution, fought in Georgia on February 14, 1779. (H3b)

Cherokee: A group of Native Americans who lived in the southeastern United States, including Georgia, before being moved to reservations in Oklahoma and North Carolina. (H5d)

Elijah Clarke: An officer in the Georgia Militia who fought in the Battle of Kettle Creek and was a hero of the American Revolution. He later became a legislator in Georgia. (H3b)

Constitutional Convention of 1787: A convention to address the problems of federal government, which were weak under the Articles of Confederation. Also known as the Philadelphia Convention. (H4b)

Cotton Gin: A machine that separates small particles, such as seeds, from cotton fibers. Its invention in the 1790s made cotton easier to process and cheaper to produce. It had a profound impact on Georgia, where cotton became a large and profitable industry, and it enabled the state to trade with not only other states but also other nations. (H5c)

Creeks: A group of Native Americans who lived in the southeastern United States, including Georgia, before being moved to reservations in Oklahoma and Alabama. (H5d)

Austin Dabney: A slave who became the only African American man known to have fought in the Battle of Kettle Creek. As a reward for his services, he was given land and a military pension by the state of Georgia. (H3b)

Dahlonega Gold Rush: A rush on Georgia sparked by the discovery of gold near the town of Dahlonega. It spread throughout the state and onto land given to Native American groups as part of a treaty. (H5d)

William Few: One of Georgia's four representatives to the Constitutional Convention. In addition to signing the U.S. Constitution, he became a senator from Georgia and a strong supporter of public education. (H4b)

Georgia Constitution of 1777: The state's first constitution, in effect for twelve years and never ratified by voters. It protected the right to trial by jury, freedom of religion, and freedom of the press, but it also invested most of the state's power in the legislature. (H4a)

Georgia's State Constitution: Divides government into three branches: the legislature, which is bicameral; the judiciary, which is headed by the state supreme court; and the executive, which is presided over by the governor. Checks and balances among the branches prevent any one branch from becoming too powerful. (CG1a, b)

Button Gwinnett: One of three signers of the Declaration of Independence to come from Georgia. A British-born colonist, he also served in the colonial legislature and the Second Continental Congress. (H3b)

Lyman Hall: One of three signers of the Declaration of Independence to come from Georgia. He also served in the Second Continental Congress and as governor of the state of Georgia. (H3b)

Nancy Hart: A Patriot from Georgia who sought to remove as many Loyalists and British sympathizers from the colony as possible. (H3b)

Headright System: A system in which land was granted to people willing to voyage from Great Britain to settle in the colonies. Georgia employed the system in an effort to grow its population. (H5b)

Andrew Jackson: President of the United States during the Georgia gold rush. He ordered the Cherokee and Creek off Georgian land granted to them by a treaty with the U.S. government. (H5d)

Land Lotteries: A system employed by the state of Georgia in the early 1800s in which some citizens could register to win land previously held by the Cherokee and the Creek. (H5b)

Loyalist: A colonist who remained loyal to the British government during the American Revolution. (H3b)

John Marshall: The chief justice of the U.S. Supreme Court at the time of *Worcester v. Georgia*. (H5d)

Alexander McGillivray: A controversial Creek leader who was born to a European father and Native American mother. He used his connections with European powers to help benefit his people. (H5d)

William McIntosh: A controversial Creek chief who supported the United States in its efforts to take Creek land. (H5d)

Patriot: A person who supported breaking from the British government and forming a new government ruled by colonists. (H3b)

Railroad: A means of transporting people and goods that made interstate commerce easier and more profitable beginning in the mid-to-late 1800s. (H5b, E2)

John Ross: A chief who presided over the Cherokee during their migration from Georgia to Oklahoma, commonly known as the Trail of Tears. (H5d)

Sequoyah: A Cherokee scholar who invented a written system to transcribe the spoken Cherokee language. (H5d)

Siege of Savannah: A battle of the Revolutionary War that took place in 1779; it was the second-deadliest clash of the war. The British maintained control of Savannah at the end of the siege. (H3b)

Trail of Tears: The route along which various Native American groups were forced to walk from the Southeast to reservations west of the Mississippi. (H5d)

George Walton: One of three signers of the Declaration of Independence to come from Georgia; he later served as governor of the state. (H3b)

Worcester v. Georgia: The case in which the U.S. Supreme Court ruled that states could not make or enforce laws dealing with Native American groups, reserving such authority to the federal government. (H5d)

Yazoo Land Fraud: The controversial sale of land by the governor of Georgia and the state's legislature during the mid-1790s. Tracts of land in what would become Mississippi and Alabama were sold cheaply to political supporters. Though reformers later passed a law nullifying the sales, the U.S. Supreme Court overruled the law. (H5b)

KEY IDEA

The American Revolution

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

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

In response, a group of leaders in the colonies formed the Continental Congress. They formally declared their independence from Britain in 1776 in a document known as the Declaration of Independence. They sent the document to King George III, who rejected it. War broke out, the colonists won, and the United States of America became an independent nation. (H3a)

Sample Items 5–6

Item 5

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

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

Item 6

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

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

Unit 5: The Civil War

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

KEY TERMS

13th Amendment: An amendment to the United States Constitution that ended slavery in the states, except as a criminal penalty. (H6c)

14th Amendment: An amendment to the United States Constitution that guaranteed equal rights to racial minorities. The Southern states were required to ratify it before being allowed representation in Congress after the Civil War. (H6c)

15th Amendment: An amendment to the United States Constitution that guarantees each individual's right to vote regardless of race. (H6c)

Andersonville: A village in southwest Georgia known for its Confederate prisoner-of-war camp. (H6b)

Antietam: Site in Maryland where General Robert E. Lee and his Confederate soldiers were defeated by Union forces. (H6b)

Chickamauga: The largest battle fought in the state of Georgia. The battle lasted three days and was the second-bloodiest battle of the Civil War. This was the largest Union defeat in the west. (H6b)

Civil War: The name of a war fought in the United States between the Northern industrial states and the Southern agricultural states (which had seceded over the issue of slavery and states' rights). It lasted from 1861 to 1865. (H6b)

Compromise of 1850: A federal compromise between anti-slavery and pro-slavery forces. It allowed each new state to determine its own status as a free or slave state when entering the Union. (H6a)

Debate over Secession: Even within the Southern states, there was much debate over whether leaving the Union was constitutional. Ultimately, Georgia voted to secede. (H6a)

Dred Scott: A slave who, on the basis of having lived in free states, sued for his freedom in federal court. The United States Supreme Court ultimately decided that, as property, he had no right to sue. The court also declared parts of the Missouri Compromise unconstitutional because they deprived slave owners of their property. (H6a)

Election of 1860: A presidential election that focused on the issue of slavery. Abraham Lincoln, the Republican nominee, opposed slavery, though he promised not to abolish the institution. When he won, however, a number of Southern states voted to secede from the Union. (H6a)

Emancipation Proclamation: An executive order issued by President Abraham Lincoln on January 1, 1863, in the midst of the Civil War, declaring an end to slavery in those states that had seceded from the Union. (H6b)

Freedmen’s Bureau: A government agency established to help former slaves adjust to their new freedom. (H6c)

Georgia Platform: A statement issued by the Georgia Convention in response to the Missouri Compromise, affirming state acceptance of the Compromise. (H6a)

Gettysburg: The Pennsylvania site of the deadliest battle of the Civil War. (H6b)

Kansas-Nebraska Act: An act that repealed the Missouri Compromise of 1820. It permitted new states’ white male settlers to decide whether those states would be slave or free. (H6a)

Ku Klux Klan: A secretive, violent organization of white supremacists that arose after the Civil War to suppress the rights of African Americans. (H6c)

Missouri Compromise: An agreement between anti-slavery and pro-slavery forces that required slave and free states to enter the Union in equal numbers. (H6a)

Nullification: A constitutional crisis created when the state of South Carolina passed an ordinance declaring that two federal tariffs would not be observed. (H6a)

Reconstruction: A period after the Civil War during which the former Confederacy was required to agree to certain sanctions before being readmitted into the Union with representation in Congress. (H6c)

Sherman’s Atlanta Campaign: A series of battles fought in Georgia after Union General William T. Sherman invaded the state in an attempt to weaken the South. (H6b)

Sherman’s March to the Sea: The movement of General William T. Sherman’s Union forces from Atlanta, Georgia, to the port of Savannah, resulting in the capture of the port. The march destroyed much of the Confederate army’s infrastructure, support, and trade routes. (H6b)

Slavery: The ownership and forced labor of one person by another. In the early history of the United States, African American men and women were enslaved in the South. Tensions over anti-slavery forces and pro-slavery forces led to the American Civil War. (H6a)

States’ Rights: The idea that each state can pass laws without federal involvement. In the decades leading up to the Civil War, most Southerners saw slavery as a states’ rights issue. (H6a)

Alexander Stephens: The vice president of the Confederate States of America during the Civil War. (H6a)

Tenant Farming: A system, prevalent in the South after the Civil War, in which landowners allowed farmers to cultivate their land for a percentage of the profits and/or rent and food. (H6c)

Henry McNeal Turner: An African American leader from Georgia who was influential in politics during the Reconstruction Era. (H6c)

Union Blockade: A strategy by the Union navy to prevent the South from trading its goods with Europe. (H6b)

Sample Items 7–8

Item 7

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

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

Item 8

What role did Henry McNeal Turner play in Southern Reconstruction?

- A. He helped found the Ku Klux Klan in Georgia.
- B. He was a principal leader in Southern politics and society.
- C. He was Georgia’s first African American U.S. senator.
- D. He helped create political and religious organizations for freed slaves.

Unit 6: The New South

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

KEY TERMS

Bourbon Triumvirate: A name for the three most powerful politicians of the Post-Reconstruction Era: John B. Gordon, Alfred H. Colquitt, and Joseph E. Brown. (H7a)

John and Lugenia Burns Hope: Husband-and-wife social reformers who worked to improve the lives of African Americans in Atlanta, Georgia, during the early part of the 20th century. (H7c)

Coca-Cola: A producer of popular carbonated beverages based in Atlanta, Georgia. (E3c)

County Unit System: A system of voting in which votes were recognized by county rather than by population, resulting in a concentration of political power in rural areas. It was in force from the late 1800s to the early 1960s. (H7a)

Delta Air Lines: A large airline company with corporate offices located in Atlanta, Georgia. Its largest hub is located at Hartsfield-Jackson Atlanta International Airport. (E3c)

W.E.B. Du Bois: A civil rights activist and author known for his opposition to the Atlanta Compromise, which called for African Americans to accommodate whites in return for basic educational and economic opportunity. (H7c)

Entrepreneurship: The process of starting an organization or business. The economies of many countries are supported by small businesses begun by entrepreneurs. (E3c)

Rebecca Latimer Felton: A Georgian writer and reformer who became the first woman to serve in the U.S. Senate. (H7a)

Georgia-Pacific: One of the largest manufacturers of paper products in the world, located in Atlanta, Georgia. (E3c)

Henry Grady: A journalist from Georgia. He was instrumental in the integration of Southern states back into the Union during the Reconstruction Era. He is credited with introducing the term “the New South.” (H7a)

Alonzo Herndon: Born into slavery, Alonzo Herndon was emancipated at the end of the Civil War. He went on to own many businesses including barber shops in Atlanta, as well as the Atlanta Life Insurance Company. (H7c)

Home Depot: A large U.S. home improvement and construction company headquartered in the Atlanta, Georgia, area. (E3c)

International Cotton Exposition: An event held in Atlanta in 1881 to showcase Atlanta as an industrial center and to promote investment in the state. (H7a)

Leo Frank Case: A Jewish man from Atlanta, Georgia, who was convicted of murdering a 13-year-old girl. He was believed to be innocent and his conviction led to protests and even riots. Some attributed his conviction to prejudice because he was Jewish. After his murder by a lynch mob, the state of Georgia pardoned him. (H7a)

Transportation: Today there are four major systems of transportation in Georgia that work together to move goods throughout the state, the nation, and the world. These include the interstate highway system, Hartsfield-Jackson Atlanta International Airport, Georgia's deep-water ports, and the state's railroads. All four systems enable goods to enter and leave the state with relative ease. (G2a)

Booker T. Washington: An author and civil rights activist who supported the Atlanta Compromise, which called for African Americans to accommodate whites in return for basic educational and economic opportunity. (H7c)

Tom Watson: A writer from Georgia and a leader of the Populist Party of the United States, which sought greater protections for agricultural workers. (H7a)

World War I: The first Great War, largely fought in Europe, Africa, and parts of Asia. Georgia contributed more than 100,000 men and women to the war effort. (H7d)

Sample Items 9–10

Item 9

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

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

Item 10

Which group of Georgians benefited MOST from the county unit system?

- A. white farmers
- B. urban residents
- C. Republican candidates
- D. female factory workers

Unit 7: The 20th Century

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

KEY TERMS

Agricultural Adjustment Act: A federal law passed in 1933, ruled unconstitutional, and then modified and passed again in 1938. It set quotas on farm produce in an attempt to keep farmers in business during the Great Depression. (H8d)

Bell Aircraft: A corporation that manufactured aircraft and was active during World War II. (H9b)

Boll Weevil: A beetle that feeds on flowers and cotton buds. Not native to the United States, it proved disastrous to cotton producers in the American Southeast, including those in Georgia, during the Great Depression. (H8a)

Civilian Conservation Corps: A Great Depression-era work relief program that put young American men to work in rural areas. (H8d)

Drought: A period of little or no rainfall. A widespread drought in the United States during the 1930s created a dust bowl in parts of the Midwest and West. (H8a)

The Great Depression: A sustained period of American economic decline. It lasted from 1929 until the mid-1940s. U.S. entry into World War II led to the end of the Great Depression. (H8b)

Holocaust: The mass murder of Jews and other groups by Nazis during World War II. (H9c)

Lend-Lease: The Lend-Lease Act in 1941 let the United States aid the Allies in World War II. It was signed by President Franklin Delano Roosevelt, and it allowed the United States to provide aid to Great Britain. (H9a)

New Deal: A series of laws enacted by President Franklin Delano Roosevelt during the Great Depression, aimed at rebuilding the American economy. (H8d)

Pearl Harbor: A naval base in Hawaii that was attacked by Japan on December 7, 1941, prompting the United States' entry into World War II. (H9a)

Franklin Delano Roosevelt: President of the United States from 1933 until his death in 1945. He governed the nation during both the Great Depression and World War II. He first visited Brunswick, Georgia, in 1913 on business for the U.S. Navy. After contracting polio in 1921, he returned to the state, this time to visit Warm Springs, where he hoped the waters would restore him to health. He later purchased a home there and visited it often. (H9d)

Rural Electrification Act: An act signed into law by President Roosevelt in 1935 to bring electricity to rural areas throughout the United States. (H8d)

Richard Russell: Former governor of Georgia and United States senator. He was known for working to strengthen national defense as well as for opposing civil rights. (H9b)

Savannah and Brunswick Shipyards: Ports in Georgia where ships were built. Both were extremely important to the United States during World War II. (H9b)

Social Security: A government program established during the Great Depression. It provides an income to elderly people who can no longer work by giving them benefits based on what they paid into the system while working. (H8d)

Eugene Talmadge: A three-term governor of Georgia who served in the 1930s and 1940s. (H8c)

Carl Vinson: A Georgia native who served in the U.S. House of Representatives. He was the first to hold congressional office for a period of fifty years. He is known as “The Father of the Two-Ocean Navy.” (H9b)

World War II: The largest war in history. Conflict extended into Europe, Africa, Asia, and both the Pacific and Atlantic Oceans. (H9a)

Sample Items 11–12

Item 11

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

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

Item 12

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

- A. Georgia politicians led the anti-Roosevelt opposition in Congress during the 1930s.
- B. President Roosevelt traveled to Warm Springs frequently to recover from complications of polio.
- C. Georgia’s Electoral College votes gave Roosevelt enough votes to win the presidential election in 1932.
- D. President Roosevelt tested his New Deal programs in the state before spreading them across the country.

Unit 8: Post-WWII Georgia

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

KEY TERMS

Agriculture: The science of farming. It is an important part of Georgia's economy. During the Civil War, cotton was the state's leading product and was shipped to ports around the world. Today, the state is the world's leading producer of pecans. It continues to produce cotton and is a major world supplier of peaches, peanuts, rye, and tobacco, as well as poultry and eggs. (H10a)

Ivan Allen, Jr.: The two-term mayor of Atlanta during the civil rights era of the 1960s. He opposed segregation and helped revitalize the city's economy. (H10b)

Ellis Arnall: The governor of Georgia from 1943 to 1947. He repealed the poll tax and ratified a new state constitution. At the time, he was the youngest governor serving in the United States. (H10c)

Atlanta: The capital of and largest city in Georgia, founded in 1837. It is the ninth-largest metropolitan area in the United States, and its economy is the eighth largest in the nation. That economy is largely supported by corporate giants that call the area home: Coca-Cola, Home Depot, CNN, TBS, Cox Enterprises, The Weather Channel, Delta Air Lines, and Georgia-Pacific, among many others. (H10b)

William B. Hartsfield: The two-time mayor of Atlanta who helped develop the city's airport into the major transportation hub it has become today. (H10b)

Sports: Professional athletics programs thrive in Georgia. The state is home to the Atlanta Braves (baseball), Atlanta Hawks (basketball), Atlanta Falcons (football), Atlanta Silverbacks (hockey), and a number of other teams and organizations. It also hosts golf's Masters Tournament and a number of motorsports races. (H10b)

KEY IDEA**Transportation in Georgia**

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

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

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

Sample Items 13–14**Item 13**

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

- A. New agricultural practices were developed, leading more people to move to rural areas.
- B. Many small farms were consolidated into larger farms, causing thousands of farmers to move to the cities.
- C. Government assistance in farming helped local growers, allowing them to continue living in rural areas.
- D. New cotton mills were built as a result of the increase in cotton production, forcing people to move near the mills.

Item 14

How did the development of Atlanta after World War II affect the growth of Georgia?

- A. Atlanta's growth turned the city into the economic center of the state.
- B. Atlanta's growth marked the end of the state being a leader in agriculture.
- C. As Atlanta grew, the rest of the state saw a decrease in the economy and an increase in poverty.
- D. As Atlanta grew, the rest of the state showed a decrease in population and an increase in the average age of the people.

Unit 9: Civil Rights

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

KEY TERMS

Albany Movement: A coalition of the Student Nonviolent Coordinating Committee, the National Association for the Advancement of Colored People, and activists from Albany, Georgia, that worked to end segregation. (H11b)

Brown v. Board of Education: A landmark 1954 case in which the U.S. Supreme Court ruled “separate but equal” and race-based segregation of public school students to be unconstitutional. (H11a)

Civil Rights Movement: A national movement undertaken by African Americans and their supporters in the 1950s and 1960s to end segregation and ensure equal rights for minorities. (H11a)

Governor’s Race of 1946: In 1946, Georgia’s governor-elect, Eugene Talmadge, died before taking office. The General Assembly voted his son, Henry Talmadge, into office. The newly elected lieutenant governor, Melvin Thompson, however, insisted that he was the new governor. The Georgia Supreme Court ultimately ruled that Thompson was the rightful acting governor until a special election could be held to replace the elder Talmadge. (H11a)

Hamilton Holmes: One of the first two African American students to enroll at the historically segregated University of Georgia. (H11b)

Charlayne Hunter: One of the first two African American students to enroll at the historically segregated University of Georgia. (H11b)

Maynard Jackson: Atlanta’s first African American mayor. He served three terms. (H11b)

Martin Luther King, Jr.: African American civil rights leader of the 1950s and 1960s who opposed segregation. He believed in nonviolence and organized the March on Washington. He received a Nobel Peace Prize in 1964. He was assassinated on April 4, 1968. Martin Luther King Day is a federal holiday honoring his date of birth. (H11a)

Lester Maddox: A segregationist who rose to fame after refusing to serve African Americans in his restaurant. He later became governor of Georgia and softened his views on civil rights. His administration saw improved conditions for minorities in the state, and he later served as lieutenant governor under Jimmy Carter. (H11b)

March on Washington: On August 28, 1963, approximately 250,000 people, mostly African American, gathered before the Lincoln Memorial in Washington, D.C., to demand equal protection under the law for African Americans. It was at this event that Martin Luther King, Jr., gave his famous “I Have a Dream” speech. (H11b)

Benjamin Mays: An African American minister, educator, and activist who was president of Morehouse College in Atlanta, Georgia, from 1940 until 1967. He was a mentor to Martin Luther King, Jr. (H11a)

Sibley Commission: A commission charged by Governor Ernest Vandiver, Jr., with studying segregation in the state of Georgia. The commission laid the groundwork for the end of state resistance to forced integration. (H11b)

Student Nonviolent Coordinating Committee: An organization formed in 1960 to further the cause of equal rights for minorities. It is most famous for organizing sit-ins at universities and freedom rides into the South. (H11b)

Henry Talmadge: Governor of Georgia from 1948 to 1955, he was at the center of the “Three Governors Controversy” of 1946. (H11a)

White Primary: Primary elections in which only whites were allowed to vote. In 1944, the United States Supreme Court ruled them unconstitutional, and most Southern states ended the practice. (H11a)

Andrew Young: An African American minister and activist from Georgia who served as representative for Georgia’s fifth district, mayor of Atlanta, president of the National Council of Churches USA, and United States Ambassador to the United Nations. (H11c)

Sample Item 15

Item 15

Who was the first African American mayor of Atlanta?

- A. Benjamin Mays
- B. Maynard Jackson
- C. Herman Talmadge
- D. Martin Luther King, Jr.

Unit 10: Modern Georgia

In this unit, you will learn about modern-day Georgia. You will read about governmental and political ideas such as reapportionment. You will learn about the Olympic Games of 1996, and you will study President Jimmy Carter and his many contributions to the state and the nation.

KEY TERMS

Olympic Games of 1996: Held in Atlanta, Georgia, the Summer Games brought international attention to the state. The Games are estimated to have brought over 5 billion U.S. dollars into the city of Atlanta. The economic boost resulted in improved housing, sidewalks, and roads and in the construction of new sports venues in the city. (H12d)

Reapportionment: The act of examining an area's population distribution and making changes to the way voting districts are drawn. (H12a)

Two-Party System: A political system in which two major parties dominate government. In the United States and in the state of Georgia, those parties are the Republican Party and the Democratic Party. (H12c)

KEY IDEA

Jimmy Carter

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

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

After running for governor and losing, Carter returned to farming. Four years later, he again ran for governor, but this time he won. In 1976, he threw his hat into the presidential ring. A relative unknown at first, he became the frontrunner by mid-March of that year. In November, he won the election against incumbent President Gerald Ford with 50.1% of the vote. His presidency proved controversial, but he did oversee the creation of over ten million jobs.

Despite losing reelection to Ronald Reagan in a landslide in 1980, Carter has kept busy in his later years. In addition to teaching, lecturing, and writing multiple books, he established the Carter Center in Atlanta in 1982. The purpose of the Center is to fight human rights abuses, human trafficking, and disease worldwide. In 2002, he was awarded the Nobel Peace Prize. He is one of only four presidents to win the prize, and the only one to do so for work not related to his presidency. (H12b)

Sample Items 16–17

Item 16

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

- A. He worked for human rights as a constitutional lawyer in Georgia.
- B. He drafted human rights legislation when he was Georgia's governor.
- C. He placed human rights at the center of his foreign policy as president.
- D. He rescued victims of human rights abuses when he was a naval officer.

Item 17

How do immigrant groups affect the Georgia economy?

- A. They reintroduce bartering.
- B. They perform essential jobs and buy goods.
- C. They cause state government revenues to decline.
- D. They revive public and private industry labor unions.

Unit 11: State and Local Government

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

KEY TERMS

Council-manager: A form of local government in which leadership of a town or area is divided between a group of council members and a manager. (CG5b)

Executive branch: The branch of government tasked with enforcing the law. It is headed by the governor and includes the aspects of government that cover public safety, education, transportation, human resources, and economic development. It also includes state agencies and law enforcement. (CG3a, b)

General Assembly: Georgia's legislative branch of government is bicameral, meaning it has two parts: a House and a Senate. Each of the General Assembly's 236 members is elected directly by the people of his or her district and serves a two-year term. Each member must be a resident of the district that he or she represents, a resident of the state for at least two years, and at least 25 years of age. The General Assembly includes committees that study and examine issues pertaining to bills before they are presented to the entire Assembly. The ultimate job of the Assembly is to craft the state's laws. (CG2a, b, c)

Georgia's State Constitution: Divides government into three branches: the legislature, which is bicameral; the judiciary, which is headed by the state supreme court; and the executive, which is presided over by the governor. Checks and balances among the branches prevent any one branch from becoming too powerful. (CG1a, b)

Governor: The leader of the executive branch of state government. In Georgia, the governor is tasked with signing bills into law or vetoing them; appointing leaders to various state agencies; and overseeing the state's affairs in general. Candidates for governor must be at least 30 years old when taking office, a U.S. citizen for 15 years, and a resident of the state for at least 6 years. Each term is limited to four years, and individuals are limited to two consecutive terms. (CG3a)

Lieutenant governor: As both the leader of the Senate and the second-in-command of the state, the lieutenant governor is a member of both the legislative and executive branches. He or she is elected by popular vote and reports to the governor. If the governor dies in office, the lieutenant governor assumes the role of governor for the remainder of the term. As president of the Senate, he or she guides bills through the General Assembly but does not vote on them. Each term is four years in length, and the candidate must meet the same requirements as the candidate for governor. (CG3a)

Local government: In Georgia is divided between counties and cities. The counties are overseen by either a single commissioner or a committee of multiple commissioners, who are elected to terms lasting anywhere from two to six years. They hold both legislative and executive power. Cities are mostly governed by a mayor and a city council. (CG5a, d)

Special purpose governments: Districts usually created by cities or counties as "city business improvement" districts. (CG5c)

State revenue: The money gathered by the state to pay its bills. This money can be collected through a sales tax, or money charged to consumers when they purchase a product; a federal grant, or money given to the state by the federal government for a specific purpose; personal income taxes, or money collected from an individual from the money he or she makes in a year; and property taxes, or the money that is collected from individuals who own property. The money that is collected is then spent on such things as police officers, firefighters, judges, statewide officeholders, programs designed to benefit members of the state, and so on. (E4a, b, c)

Strong mayor-council: A system in which the mayor holds the greatest degree of a city or town's authority, though the budget must be approved by the city council. (CG5b)

Weak mayor-council: A system in which the city council holds the greatest degree of a city or town's authority. (CG5b)

Sample Items 18–19

Item 18

How long is the term of office for Georgia's governor?

- A. 2 years
- B. 4 years
- C. 5 years
- D. 7 years

Item 19

The Environmental Protection Division of the Georgia Department of Natural Resources implements water standards for the state. The local water districts in the state are responsible for ensuring that the quality of the water in their districts meets those standards. What is this an example of?

- A. independence of local governments to determine water policy
- B. state and local agencies working together to administer water programs
- C. conflicts of interest between state and local governments over water policy
- D. efforts by the state government to control the distribution of water in local communities

Unit 12: Adult and Juvenile Justice Systems

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

KEY TERMS

Adult Justice System: A system of law enforcement tasked with apprehending, prosecuting, defending, and sentencing adults convicted of criminal behavior. (CG4c)

Civil Law: The system of law that deals with private interactions between individuals. (CG4b)

Court System: Georgia’s judicial branch is divided into trial and appellate courts overseen by a supreme court. Trial courts are concerned with cases that are tried; appellate courts hear appeals from those trial courts. Judges are chosen by voters in nonpartisan elections. Midterm vacancies are filled by the governor. One role filled by the judicial branch in Georgia is the interpretation of laws. Courts must sometimes decide whether a law meets the standards set by the state constitution. (CG4a, e)

Criminal Law: The area of law concerned with judging and sentencing criminal behavior. (CG4b)

Sample Items 20–21

Item 20

Which right do all juveniles have when taken into custody?

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

Item 21

Which behavior might cause a juvenile to be treated as an adult during the criminal process?

- A. committing armed robbery
- B. painting graffiti on a building
- C. getting into a fight with someone
- D. driving faster than the speed limit

Unit 13: Personal Finance

In this unit, you will learn about personal finance. You will read about income, credit, spending, and saving.

KEY TERMS

Credit: The ability of a consumer to obtain a good or service with the payment to come in the future. (E5)

Income: The money a person earns through work or investments. (E5)

Investment: The placing of money in a share, property, scheme, or commercial venture with the expectation that it will earn more money in the future, though the possibility always exists that it will be lost. (E5)

Savings: Money a person or institution sets aside. Money saved in a bank earns interest over time. (E5)

Spending: Money a person expends in order to obtain something. (E5)

Sample Items 22–23

Item 22

Which of these is an example of income?

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

Item 23

Which of these is an example of someone using credit?

- A. Candace purchases a new smartphone with cash.
- B. Malik borrows money from the bank to buy a new car.
- C. Ralph puts money into a fund for college each pay period.
- D. Cheryl receives twenty-five dollars each time she mows the lawn.

SOCIAL STUDIES ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	SS8H1a	1	C	The correct answer is choice (C) Woodland. Choices (A), (B), and (D) are not correct because the Paleo and Archaic cultures were mostly hunter-gatherer cultures and the Mississippian culture was based on agriculture and occurred after the shift from hunting and gathering.
2	SS8H1a	2	A	The correct answer is choice (A) Mississippian society was organized into chiefdoms. Choices (B), (C), and (D) are all characteristics that the Woodland culture and the Mississippian culture shared.
3	SS8H1c	3	C	The correct answer is choice (C) The Spanish, French, and British all had economic interests in the Southeast. The conclusions in choices (A), (B), and (D) are not supported by the chart.
4	SS8H1b	2	C	The correct answer is choice (C) European exploration and colonization. Choices (A), (B), and (D) are incorrect because, although some of the conditions listed in the box were caused by these events, only European exploration and colonization caused all of them.
5	SS8H3b	2	B	The correct answer is choice (B) to end the British military occupation of the city. Choice (A) is incorrect because there was no blockade of British ships. Choice (C) is incorrect because, although Savannah, like most American cities, had both Loyalists and Patriots, the main objective of the siege was to end British occupation. Choice (D) is incorrect because this was not a goal of the Continental Army.
6	SS8H5c	2	C	The correct answer is choice (C) Cotton could be processed much faster, leading to an increase in the planting of cotton. Choices (A), (B), and (D) are incorrect because they are unrelated to the cleaning of cotton for the mills.
7	SS8H6b	2	B	The correct answer is choice (B) The March to the Sea destroyed Georgia's agriculture and roads, devastating the state's economy. Choices (A) and (C) are incorrect because Sherman was a Union general, not a Confederate general. Choice (D) is incorrect because the March to the Sea was not the first time that the Union army entered Georgia.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
8	SS8H6c	2	D	The correct answer is choice (D) He helped create political and religious organizations for freed slaves. Choice (A) is incorrect because, as an African American, Turner would not belong to this group. Choice (B) is incorrect because, though he was involved in politics, he was not a principal leader in politics and society. Choice (C) is incorrect because, although Turner was elected to office, he was not elected to the U.S. Senate.
9	SS8H7b	2	C	The correct answer is choice (C) African Americans were restricted from entering many public places. Choice (A) is incorrect because <i>Plessy v. Ferguson</i> enforced segregation and did not promote African American business owners. Choice (B) is incorrect because African Americans were not necessarily forced to work in the fields. Choice (D) is incorrect because African American students attended college throughout the post-Civil War era.
10	SS8H7a	2	A	The correct answer is choice (A) white farmers. Choice (B) is incorrect because urban voters were disadvantaged by the county unit system. Choice (C) is incorrect because Georgia had a Democratic majority during this time period. Choice (D) is incorrect because most factory workers were in urban areas, which were disadvantaged by the county unit system.
11	SS8H8a	2	A	The correct answer is choice (A) cotton farmers. Choices (B), (C), and (D) are incorrect because an insect that attacked cotton plants would not affect these populations as much as it would affect cotton farmers.
12	SS8H9d	2	B	The correct answer is choice (B) President Roosevelt traveled to Warm Springs frequently to recover from complications of polio. Choice (A) is incorrect because most Georgians supported President Roosevelt. Choice (C) is incorrect because, although Georgia's Electoral College votes were important, they were not any more essential than those of other states. Choice (D) is incorrect because, although President Roosevelt conceived of some New Deal programs while visiting Georgia, the state was not a testing ground for its programs.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
13	SS8H10a	2	B	The correct answer is choice (B) Many small farms were consolidated into larger farms, causing thousands of farmers to move to the cities. Choice (A) is incorrect as changes in agricultural practices led people to live in urban areas rather than in rural areas. Choice (C) is incorrect because government assistance did not lead people to continue living in rural areas. Choice (D) is incorrect because the growth of cotton decreased during this period.
14	SS8H10b	3	A	The correct answer is choice (A) Atlanta's growth turned the city into the economic center of the state. Choice (B) is incorrect because Georgia's agriculture remains strong. Choice (C) is incorrect because the economy in other areas of the state continued to increase. Choice (D) is incorrect because the growth of Atlanta did not cause a population decrease in the state.
15	SS8H11b	1	B	The correct answer is choice (B) Maynard Jackson. Choice (A) is incorrect because Mays was a well-known African American leader in the 1940s, 1950s, and 1960s. Choice (C) is incorrect because Talmadge was a governor of Georgia in the late 1940s and early 1950s who supported segregation. Choice (D) is incorrect because King was a well-known civil rights leader, but he did not become mayor.
16	SS8H12b	2	C	The correct answer is choice (C) He placed human rights at the center of his foreign policy as president. Choice (A) is incorrect because he never worked as a constitutional lawyer. Choice (B) is incorrect because he never drafted human rights legislation as governor. Choice (D) is incorrect because, although he served in the United States Navy, he did not rescue victims of human rights abuses.
17	SS8H12e	2	B	The correct answer is choice (B) They perform essential jobs and buy goods. Choices (A) and (D) are incorrect. Immigrants do not typically engage in these activities. Choice (C) is incorrect. State revenues increase through increased state economic activity.
18	SS8CG3a	1	B	The correct answer is choice (B) 4 years. Choices (A), (C), and (D) are not true.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
19	SS8CG5d	2	B	The correct answer is choice (B) state and local agencies working together to administer water programs. They represent a shared responsibility between state and local governments. Choices (A), (C), and (D) do not reflect the shared responsibility.
20	SS8CG6b	1	A	The correct answer is choice (A) the right to a fair trial. Choices (B) and (D) are incorrect because they are only true in some circumstances. Choice (C) is incorrect because juvenile cases are judged in the juvenile court and not by a jury of juveniles.
21	SS8CG6d	2	A	The correct answer is choice (A) committing armed robbery. Choices (B), (C), and (D) are incorrect because the crimes are not considered severe enough to be treated as adult crimes.
22	SS8E5	2	D	The correct answer is choice (D) Timothy earns an hourly wage working at a fast-food restaurant. Choice (A) is an example of spending. Choice (B) is an example of credit. Choice (C) is an example of saving.
23	SS8E5	2	B	The correct answer is choice (B) Malik borrows money from the bank to buy a new car. Choice (A) is an example of spending. Choice (C) is an example of saving. Choice (D) is an example of income.

ACTIVITY

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

Standard: SS8H6c

Impact of Reconstruction

- I. Select one of the topics listed below:
 - a. Freed slaves
 - b. Plantation owners
 - c. Northern carpetbaggers
 - d. White sharecroppers
 - e. Southern scalawags
 - f. Radical Republicans in Washington, D.C.

- II. Research the topic and note the following:
 - a. The status of this group before the Civil War
 - b. How the group was affected by the events of the Civil War
 - c. How Reconstruction has changed the group's life (in positive and/or negative ways)
 - d. How the group might feel about the changes Reconstruction brought to Georgia

- III. Imagine that you lived in 1876. Based on your research, write a letter to your local newspaper giving your opinion on whether Reconstruction should be ended in the South. Be sure to cite evidence (based on your research) on how Reconstruction has affected Georgia.

This activity could be adapted to different eras in Georgia history. Possibilities include:

- a. Georgia Exploration and British Colonization (Native Americans, mission Native Americans, Spanish, English, etc.)
- b. Revolution (Native Americans, enslaved Africans, Loyalists, Patriots, British soldiers)
- c. Civil War (enslaved Africans, soldiers' wives and sisters, soldiers, generals, plantation owners)
- d. The New South (rural Georgians, urban Georgians, factory workers, sharecroppers, etc.)

ACTIVITY

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

Standard: SS8CG1

Rights of Citizens

Identify various rights of the citizens of Georgia.

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

Remember that citizens have rights and responsibilities.

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

Right	What it means

1. Choose a particular right from the 7–8 rights selected.
2. Write a paragraph describing the significance of that right in your life or the lives of people you know. For example, the right to the freedom of conscience might mean that Fatima goes to the mosque, Daniel goes to the synagogue, Maria goes to church, and Parker does not attend any religious services.
3. Share what you wrote with a family member or friend and discuss whether there are other examples of the significance of that right.