

# Tennessee Comprehensive Assessment Program

# TCAP

TNReady—Social Studies  
Grades 6–8 Item Release





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# Tennessee Comprehensive Assessment Program

# TCAP

## TNReady—Social Studies Grade 6 Item Release





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**Metadata Interpretation Guide – Social Studies ..... 4**

**Social Studies Grade 6..... 5**

# Metadata Interpretation Guide – Social Studies

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## Item Information

Item Code: TNS10220	Passage Title:
Standard Code: 0307.1.1	Passage Code:
Standard Text: Identify specific parts of a plant and describe their function.	
Reporting Category: Cells, Flow of Matter & Energy, Heredity	
Correct Answer: B	DOK Level: 2

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<b>Item Code:</b> Unique letter/number code used to identify the item.	<b>Passage Title:</b> (if listed): Title of the passage(s) associated with this item.
<b>Standard Code:</b> Primary educational standard assessed.	<b>Passage Code:</b> (if listed): Unique letter/number code used to identify the passage(s) that go with this item.
<b>Standard Text:</b> Text of the educational standard assessed.	
<b>Reporting Category:</b> Text of the Reporting Category the standard assesses.	
<b>Correct Answer:</b> Correct answer. This may be blank for constructed response items where students write or type their responses.	<b>DOK Level</b> (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1= Recall; 2= Skill/Concepts; 3= Strategic Thinking; 3-4 = Strategic/Extended Thinking

# Social Studies Grade 6

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## Item Information

Item Code: TH01M1711

Passage Title:

Standard Code: 6.3

Passage Code:

Position No: 1

Standard Text: Explain the importance of the discovery of metallurgy and agriculture.

Reporting Category: Human Origins in Africa, the Emergence of Civilizations and Mesopotamia

SEP:

CCC:

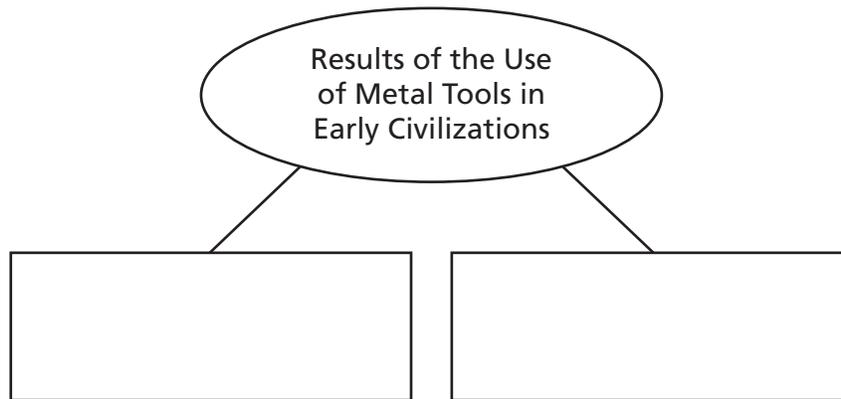
Correct Answer: A,B

DOK Level: 2

Item Type: O

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**Study the diagram and answer the question.**



**Which two factors complete this diagram?**

- A.** Work became more specialized.
- B.** Farming methods improved.
- C.** Communities developed far away from rivers.
- D.** City populations decreased.
- E.** Hunting and gathering became widespread.

**Item Information**

Item Code: TH01M1726      Passage Title:  
Standard Code: 6.16      Passage Code:      Position No: 2  
Standard Text: Investigate the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt.  
Reporting Category: Ancient Civilizations: Egypt and Israel  
SEP:      CCC:  
Correct Answer: B,C      DOK Level: 3      Item Type: O

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**Read the source and answer the question.**

The majesty of (King) Merenre, my lord, sent me . . .  
to open up the way to this foreign land.  
I made the trip in seven months,  
and I brought back all sorts of perfect and luxury items of tribute . . .  
His majesty sent me a second time . . .  
I returned . . .  
from those foreign lands,  
the likes of which had never before been brought back to this land.

— Harkhuf, Egyptian official, Sixth Dynasty, Old Kingdom

**Which two topics would a historian investigate by studying Harkhuf’s account of Nubia?**

- A.** a comparison of the Egyptian and Nubian religions
- B.** the characteristics of the Egyptian and Nubian economies
- C.** a comparison of Egyptian and Nubian trade goods
- D.** the characteristics of the Egyptian and Nubian governments
- E.** common features of Egyptian and Nubian architecture

**Item Information**

Item Code: TH01M1714 Passage Title:

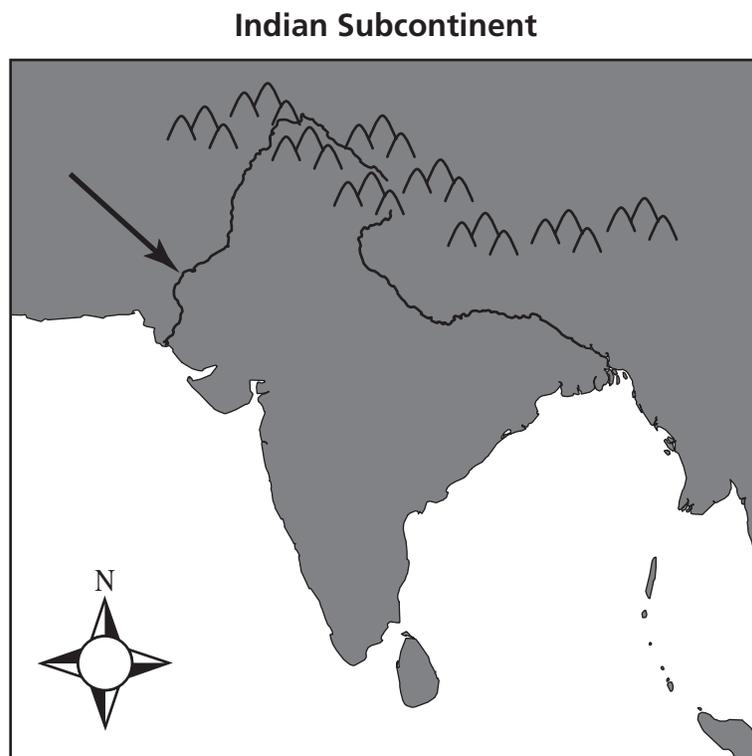
Standard Code: 6.23 Passage Code: Position No: 3

Standard Text: Locate and describe the Himalayas and the major river systems, including Indus and Ganges and evaluate the importance of each.

Reporting Category: Ancient Civilizations: India and China

SEP: CCC:

Correct Answer: C,E DOK Level: 3 Item Type: O

**Look at the map and answer the question.**

**Which two characteristics explain the importance of the geographic feature the arrow is pointing to on this map?**

- A.** provided a natural defense from invasion
- B.** site of major religious festivals
- C.** used to irrigate agricultural fields
- D.** center of first major empire in India
- E.** site of earliest major civilization in India

**Questions 4 and 5 refer to the passage.**

**Read the source and answer the questions.**

Of all textiles, silk was the most precious. As early as the *Canon of Odes* (*Shi jing*, 1000 – 600 BC), poems describe the process of cloth production, from gathering mulberry leaves for the silkworms to weaving and dyeing. While large-scale production of cloth in workshops owned by the state or great families used some male labor, many workers in such enterprises were women. Han records refer to great families that employed as many as seven hundred women to weave silk cloth both for use by . . . the house and for sale . . . . That weaving was women’s work was even built into the pattern of the sky, where the Weaver Girl asterism (a small constellation [group of stars]) played a prominent role.

Cultivated silk is made by reeling the cocoon’s long filaments — which reach several hundred meters — in continuous lengths. This can be achieved only by keeping a rigorous [close] watch over the life cycle of the worms. . . . These worms supported a major sector of the Han economy and society. . . .

Silk supplemented metal currency as a medium of exchange, and the government sometimes used silk to pay its armies. It was the primary item in Chinese payments to nomadic confederacies, whether tribute to the Xiongnu (30,000 bales in one year) or bounties to allied tribes. Silk was also the major product traded by the Chinese in frontier markets. . . . This cloth was resold in Central Asia and then in India, gradually finding its way to Rome.

— Mark Edward Lewis, *The Early Chinese Empires: Qin and Han*

**Item Information**

Item Code: TH01S1345      Passage Title:

Standard Code: 6.37      Passage Code:      Position No: 4

Standard Text: Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.

Reporting Category: Ancient Civilizations: India and China

SEP:      CCC:

Correct Answer: C      DOK Level: 3      Item Type: O

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**How did the cultivation described in the source most influence the building of economic interactions between the Han Dynasty and the Roman Empire?**

- A.** Silk was used as a form of currency for Roman nobles.
- B.** Chinese merchants demanded protection from European traders.
- C.** Silk became an important trade good in Chinese commerce with Rome.
- D.** Chinese merchants sold silkworms to European nobles wanting to produce silk.

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**Item Information**

Item Code: TH01L1708      Passage Title:

Standard Code: 6.37      Passage Code:      Position No: 5

Standard Text: Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.

Reporting Category: Ancient Civilizations: India and China

SEP:      CCC:

Correct Answer:      DOK Level: 3      Item Type: O

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**Based on the source and your knowledge of history, describe two ways silk production changed both the Han economy and society and explain why each change occurred. Use complete sentences and provide evidence to support each explanation.**

<b>4-Point Scoring Guide</b>	
<b>Score</b>	<b>Social Studies Content</b>
<b>4</b>	<p>Student response evaluates two aspects of silk production and explains the influence on the Han economy and society. Student uses evidence from the source and outside knowledge to support each influence.</p> <p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• Silk production was large scale (run by the state and wealthy families; women did most of the work)</li> <li>• Silk was used as a medium of exchange (used by government to pay armies, allies, as tribute; exchanged as a trade good)</li> <li>• Establishment of the Silk Road (trade with Rome and other parts of the world)</li> <li>• Introduction of Buddhism into China</li> </ul>
<b>3</b>	<p>Student response evaluates two aspects of silk production. Student uses evidence from the source and outside knowledge but only supports one of the influences.</p>
<b>2</b>	<p>Student response evaluates two aspects of silk production. Student does not support the influences with evidence from the source and outside knowledge.</p> <p>Student response evaluates one aspect of silk production and its influence. Student uses evidence from the source and outside knowledge to support one influence.</p>
<b>1</b>	<p>Student response evaluates one aspect of silk production. Student does not use evidence to support the influence.</p>
<b>0</b>	<p>Does not provide a response or response is not relevant.</p>

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**Item Information**

Item Code: TH01M1719      Passage Title:

Standard Code: 6.45      Passage Code:      Position No: 6

Standard Text: Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans.

Reporting Category: Ancient Civilizations: Egypt and Israel

SEP:      CCC:

Correct Answer: A,E      DOK Level: 2      Item Type: O

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**Which two events led to the Diaspora of Jewish people in 70 AD?**

- A.** destruction of the temple in Jerusalem
- B.** occupation of the Sinai Peninsula
- C.** loss of territory after a war with the Egyptians
- D.** expulsion of citizens to Mesopotamia
- E.** failure of revolts against the Romans

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**Item Information**

Item Code: TH01M1720 Passage Title:

Standard Code: 6.47 Passage Code: Position No: 7

Standard Text: Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence.

Reporting Category: Ancient Greece to 300 BC

SEP: CCC:

Correct Answer: C,D,E DOK Level: 2 Item Type: O

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**Which three statements explain how geography influenced the development of the ancient Greek city-states?**

- A.** Long rivers created maritime trade networks.
- B.** Thick forests limited the amount of available farmland.
- C.** Mountains prevented invasions by land from the North.
- D.** Location on a peninsula provided numerous natural harbors.
- E.** Access to coastal regions contributed to overseas expansion.

**Item Information**

Item Code: TH01M1722      Passage Title:

Standard Code: 6.60      Passage Code:      Position No: 8

Standard Text: On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE.

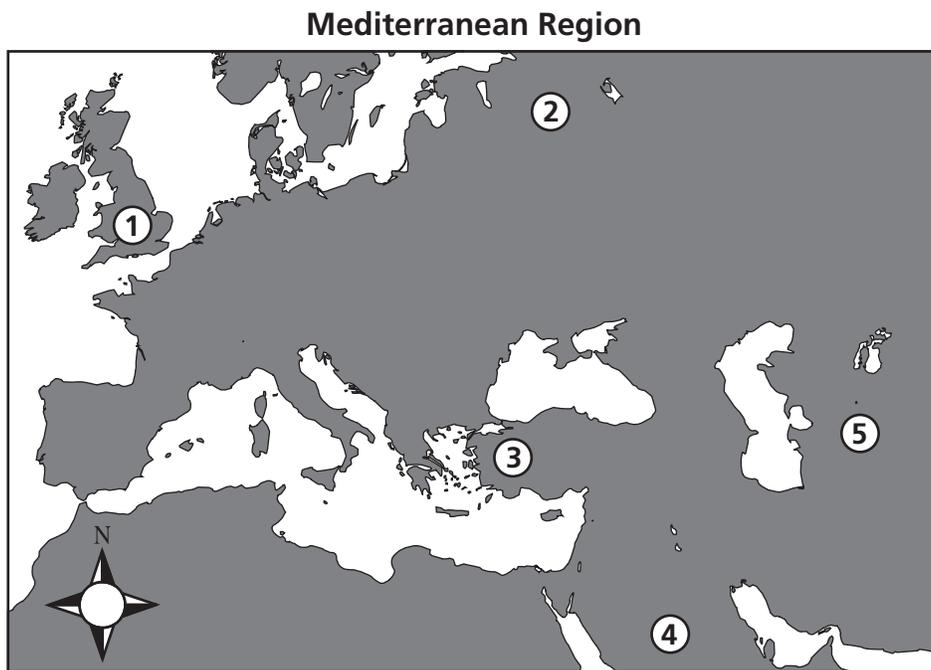
Reporting Category: Ancient Rome to CE 500

SEP:      CCC:

Correct Answer: A,C      DOK Level: 3      Item Type: O

---

**Look at the map and answer the question.**



**Which two of these numbered areas were part of the Roman Empire?**

- A.** 1
- B.** 2
- C.** 3
- D.** 4
- E.** 5

**Questions 9 and 10 refer to the passage.**

**Read the source and answer the questions.**

The letters of Pliny the Younger reveal the attitude of the Romans toward the Christians. The Romans were extremely tolerant of other religions, various . . . flourishing . . . in the Empire. The Christians, however, seemed to be a political threat since they refused to sacrifice to the deified emperors. There was no other complaint against them except that they met at night, a practice which was forbidden by law.

When Pliny was the legate [governor] of the double province of Bithynia and Pontus, he was faced with the problem of how to treat the Christians since there were many in that region. He was personally attached to Trajan and anxious to put down any movement which might threaten the government. At the same time he wished to act fairly and justly. When persons accused of being Christians were brought before Pliny, he asked if they were really members . . . although Pliny saw no crime in being a Christian. Often persons were accused out of spite and, when they denied that they were or ever had been Christians . . . they were released immediately. Roman citizens were remanded [sent] to Rome for trial.

Pliny was not sure that he was conducting his investigations in the right way and wrote to Trajan asking for instructions. Trajan replied forbidding a systematic search for the Christians. No anonymous accusations were to be recognized.

— Helen H. Tanzer, *A Companion to the Letters of Pliny the Younger*

**Item Information**

Item Code: TH01S1357      Passage Title:

Standard Code: 6.68      Passage Code:      Position No: 9

Standard Text: Describe the origins and central features of Christianity. Monotheism; the belief in Jesus as the Messiah and God's Son; the concept of resurrection; the concept of salvation; belief in the Old and New Testaments; the lives, teachings and contributions of Jesus and Paul; the relationship of early Christians to officials of the Roman Empire.

Reporting Category: Ancient Rome to CE 500

SEP:      CCC:

Correct Answer: B      DOK Level: 2      Item Type: O

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**Based on the source, how did the relationship between Christians and Roman officials change during the rule of Trajan from 98 AD to 117 AD?**

- A.** Christians who paid higher taxes were allowed to practice their religion.
- B.** There was a decrease in the mistreatment of Christians in the empire.
- C.** Christians were forced to move toward the frontier regions of the empire.
- D.** The religious communities of Christians were officially recognized in the empire.

**Item Information**

Item Code: TH01B1785      Passage Title:

Standard Code: 6.68      Passage Code:      Position No: 10

Standard Text: Describe the origins and central features of Christianity. Monotheism; the belief in Jesus as the Messiah and God’s Son; the concept of resurrection; the concept of salvation; belief in the Old and New Testaments; the lives, teachings and contributions of Jesus and Paul; the relationship of early Christians to officials of the Roman Empire.

Reporting Category: Ancient Rome to CE 500

SEP:      CCC:

Correct Answer:      DOK Level: 3      Item Type: O

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**Based on the source and your knowledge of history, provide two reasons why Roman officials treated Christianity differently than other religions.**

<b>2-Point Scoring Guide</b>	
<b>Score</b>	<b>Social Studies Content</b>
<b>2</b>	Addresses 2 of the following: <ul style="list-style-type: none"><li>• Christians were a political threat</li><li>• Christians would not make sacrifices to deified emperors</li><li>• Christians met at night which was forbidden by law</li></ul>
<b>1</b>	Addresses 1 of the following: <ul style="list-style-type: none"><li>• Christians were a political threat</li><li>• Christians would not make sacrifices to deified emperors</li><li>• Christians met at night which was forbidden by law</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• Does not provide a response or provides a response that does not demonstrate an understanding of the concepts or procedures outlined in the task.</li></ul>

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Tennessee Comprehensive  
Assessment Program TCAP  
TNReady—Social Studies  
Grade 6 Item Release  
Spring 2018



# Tennessee Comprehensive Assessment Program

# TCAP

## TNReady—Social Studies Grade 7 Item Release





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# Table of Contents

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**Metadata Interpretation Guide – Social Studies ..... 4**

**Social Studies Grade 7..... 5**

# Metadata Interpretation Guide – Social Studies

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## Item Information

Item Code: TNS10220	Passage Title:
Standard Code: 0307.1.1	Passage Code:
Standard Text: Identify specific parts of a plant and describe their function.	
Reporting Category: Cells, Flow of Matter & Energy, Heredity	
Correct Answer: B	DOK Level: 2

---

<b>Item Code:</b> Unique letter/number code used to identify the item.	<b>Passage Title:</b> (if listed): Title of the passage(s) associated with this item.
<b>Standard Code:</b> Primary educational standard assessed.	<b>Passage Code:</b> (if listed): Unique letter/number code used to identify the passage(s) that go with this item.
<b>Standard Text:</b> Text of the educational standard assessed.	
<b>Reporting Category:</b> Text of the Reporting Category the standard assesses.	
<b>Correct Answer:</b> Correct answer. This may be blank for constructed response items where students write or type their responses.	<b>DOK Level</b> (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1= Recall; 2= Skill/Concepts; 3= Strategic Thinking; 3-4 = Strategic/Extended Thinking

# Social Studies Grade 7

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## Item Information

Item Code: TH01M1832      Passage Title:

Standard Code: 7.15      Passage Code:      Position No: 1

Standard Text: Examine the importance of written and oral traditions in the transmission of African history and culture.

Reporting Category: Early Modern Civilizations

SEP:      CCC:

Correct Answer: B,D,E      DOK Level: 2      Item Type: O

---

**What were three important functions griots served to African tribes?**

- A.** provided ways to track economic exchanges
- B.** transmitted the details of local historical events
- C.** determined the tribal leadership structure
- D.** preserved cultural traditions through stories
- E.** shared heroic tales to inspire the community
- F.** developed legal codes for communities

**Item Information**

Item Code: TH01M1822      Passage Title:  
Standard Code: 7.18      Passage Code:      Position No: 2  
Standard Text: Compare the indigenous religious practices observed by early Africans before and after contact with Islam and Christianity.  
Reporting Category: Early Modern Civilizations  
SEP:      CCC:  
Correct Answer: A,E      DOK Level: 2      Item Type: O

---

**Look at the table and answer the question.**

**Religion in Africa**

<b>Characteristics of Indigenous Religions</b>	<b>Shared Characteristics of Both</b>	<b>Characteristics of Christianity</b>
Native to the region	<u>      ?</u>	Introduced to the region
Worshiped multiple gods	<u>      ?</u>	Worshiped a single god

**Which two characteristics complete this table?**

- A.** Encouraged moral behavior
- B.** Spread through the use of sacred texts
- C.** Spread by missionaries
- D.** Expanded into Asia
- E.** Relied on traditional customs

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**Item Information**

Item Code: TH01M1819      Passage Title:

Standard Code: 7.32      Passage Code:      Position No: 3

Standard Text: Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North European Plain, and the Mediterranean Sea and the influence of the North Atlantic Drift.

Reporting Category: The Legacy of the Roman Empire and the Middle Ages

SEP:      CCC:

Correct Answer: A,D,E      DOK Level: 1      Item Type: O

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**Look at the map and answer the question.**



*(Item 3, continued from the previous page)*

**Which three geographic features are found on this map?**

- A.** Alps
- B.** Persian Gulf
- C.** Pacific Ocean
- D.** Mediterranean Sea
- E.** North European Plain

**Item Information**

Item Code: TH01M1828      Passage Title:

Standard Code: 7.37      Passage Code:      Position No: 4

Standard Text: Examine the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.

Reporting Category: The Legacy of the Roman Empire and the Middle Ages

SEP:      CCC:

Correct Answer: B,C,E      DOK Level: 2      Item Type: O

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**Which three actions by monasteries contributed to the early spread of Christianity in medieval Europe?**

- A.** commissioning painters to create religious art
- B.** providing religious instruction to local communities
- C.** translating and preserving classical knowledge
- D.** supporting individuals calling for reforms in religious policies
- E.** promoting loyalty to church leaders

**Item Information**

Item Code: TH01M1830      Passage Title:

Standard Code: 7.42      Passage Code:      Position No: 5

Standard Text: Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms.

Reporting Category: The Legacy of the Roman Empire and the Middle Ages

SEP:      CCC:

Correct Answer: B,D,F      DOK Level: 2      Item Type: O

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**What were three effects of Ferdinand and Isabella's reign of Spain?**

- A.** the reopening of the Silk Road
- B.** the completion of the Reconquista
- C.** the start of the last Crusade
- D.** the creation of the Inquisition
- E.** the outbreak of the bubonic plague
- F.** the unification of the Iberian Peninsula

**Item Information**

Item Code: TH01M1831      Passage Title:  
Standard Code: 7.45      Passage Code:      Position No: 6  
Standard Text: Summarize the effects and implications of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes.  
Reporting Category: Early Modern Europe: Renaissance and Reformation  
SEP:      CCC:  
Correct Answer: B,E      DOK Level: 2      Item Type: O

**Read the source and answer the question.**

Chinangli is a city of Cathay as you go south, and it belongs to the Great Kaan. . . . There runs through the city a great and wide river, on which a large traffic in silk goods and spices and other costly merchandize passes up and down. When you travel south from Chinangli for five days, you meet everywhere with fine towns and villages, the people of which . . . live by trade and handicrafts, and have all the necessaries of life in great abundance. But there is nothing particular to mention on the way till you come, at the end of those five days, to TADINFU. This, you must know, is a very great city, and in old times was the seat of a great kingdom; but the Great Kaan conquered it by force of arms. Nevertheless it is still the noblest city in all those provinces. . . . They have, moreover, most charming gardens abounding with fruit of large size. The city of Tadinfu hath also under its rule eleven imperial cities of great importance, all of which enjoy a large and profitable trade, owing to that immense produce of silk.

— *The Book of Marvels*, Marco Polo

*(This item continues on the next page.)*

*(Item 6, continued from the previous page)*

**Which two sentences best describe features that would interest European merchants?**

- A.** Chinangli is a city of Cathay as you go south, and it belongs to the Great Kaan. . . .
- B.** There runs through the city a great and wide river, on which a large traffic in silk goods and spices and other costly merchandize passes up and down.
- C.** When you travel south from Chinangli for five days, you meet everywhere with fine towns and villages, the people of which . . . have all the necessaries of life in great abundance.
- D.** This, you must know, is a very great city, and in old times was the seat of a great kingdom. . . .
- E.** The city of Tadinfu hath also under its rule eleven imperial cities of great importance, all of which enjoy a large and profitable trade, owing to that immense produce of silk.

**Questions 7 and 8 refer to the passage.**

**Read the sources and answer the questions.**

**Source 1**

In 1436 Johannes Gutenberg, a German goldsmith, began designing a machine capable of producing pages of text at an incredible speed — a product that he hoped would offset [make up for] losses from a failed attempt to sell metal mirrors. By 1440 Gutenberg had established the basics of his printing press including the use of a mobile, reusable set of type, and within ten years he had constructed a working prototype [model] of the press. . . . In order to print a page, Gutenberg would arrange the necessary letters . . . and coat them in his ink. . . . The process, while labor intensive, allowed Gutenberg to print pages at a much greater rate than printers using the block printing method or those doing manuscript work.

— McDonald Collection, Oregon State University

**Source 2**

Paper was first made in China during the second century BCE out of . . . mulberry fibers, and rags. Knowledge of papermaking slowly spread throughout Asia and reached the Middle East by the middle of the eighth century CE. Papermaking finally arrived in Europe in 1150, when the first paper mill was established in Spain. . . . Before the advent of paper, European manuscripts were written on animal skins called parchment or vellum. . . . Parchment was more durable than paper. . . . The cheap price of paper production and its virtually limitless quantities outweighed any advantages vellum or parchment offered, and it became the dominant material for manuscripts.

— Harry Ransom Center, University of Texas

**Item Information**

Item Code: TH01S1577      Passage Title:

Standard Code: 7.47      Passage Code:      Position No: 7

Standard Text: Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into vernacular, and printing.

Reporting Category: Early Modern Europe: Renaissance and Reformation

SEP:      CCC:

Correct Answer: A      DOK Level: 3      Item Type: O

---

**What was the greatest result of the new technologies described in these sources?**

- A.** Increased access to information helped change the worldview of many Europeans.
- B.** European monarchs challenged the fairness of the social class system.
- C.** Commerce declined as local knowledge of production techniques spread.
- D.** Individual freedoms were limited when written law codes were established.

**Item Information**

Item Code: TH01L1838      Passage Title:

Standard Code: 7.47      Passage Code:      Position No: 8

Standard Text: Analyze the growth and effects of new ways of disseminating information, ability to manufacture paper, translation of the Bible into vernacular, and printing.

Reporting Category: Early Modern Europe: Renaissance and Reformation

SEP:      CCC:

Correct Answer:      DOK Level: 3      Item Type: O

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**Based on the sources provided and your background knowledge, describe two changes in technology that affected the spread of information and explain the effect of each change. Use complete sentences and provide evidence to support each explanation.**

<b>4-Point Scoring Guide</b>	
<b>Score</b>	<b>Social Studies Content</b>
<b>4</b>	<p>Student response describes two technological changes and explains an effect of each change. The student uses evidence from the source and outside knowledge to support both explanations.</p> <p>The changes should include 2 of the following:</p> <ul style="list-style-type: none"><li>• Move from parchment to paper</li><li>• Use of a machine for printing</li><li>• Moveable and/or reusable type</li><li>• Spread of the papermaking process</li><li>• Ease of producing large quantities of paper</li></ul> <p>The effects could include the following:</p> <ul style="list-style-type: none"><li>• Inexpensive paper production</li><li>• Greater speed of printing</li><li>• Increased production of books</li><li>• Greater availability of information</li><li>• Increased literacy rates</li><li>• Paper becomes the dominant material for books</li></ul>

**4-Point Scoring Guide**

**3** Student response describes two technological changes and explains an effect of one of the changes. The student uses evidence from the source and outside knowledge to support the explanations.

The changes should include 2 of the following:

- Move from parchment to paper
- Use of a machine for printing
- Moveable and/or reusable type
- Spread of the papermaking process
- Ease of producing large quantities of paper

The effect could include the following:

- Inexpensive paper production
- Greater speed of printing
- Increased production of books
- Greater availability of information
- Increased literacy rates
- Paper becomes the dominant material for books

<b>4-Point Scoring Guide</b>	
<b>2</b>	<p>Student response describes two technological changes without explaining the effects of the changes.</p> <p>OR</p> <p>Student response describes one technological change and explains an effect of that change. The student uses evidence from the source and outside knowledge to support the explanation.</p> <p>The changes should include 1 or 2 of the following:</p> <ul style="list-style-type: none"> <li>• Move from parchment to paper</li> <li>• Use of a machine for printing</li> <li>• Moveable and/or reusable type</li> <li>• Spread of the papermaking process</li> <li>• Ease of producing large quantities of paper</li> </ul> <p>The effect could include the following:</p> <ul style="list-style-type: none"> <li>• Inexpensive paper production</li> <li>• Greater speed of printing</li> <li>• Increased production of books</li> <li>• Greater availability of information</li> <li>• Increased literacy rates</li> <li>• Paper becomes the dominant material for books</li> </ul>
<b>1</b>	<p>Student response describes one technological change.</p> <p>The change should be 1 of the following:</p> <ul style="list-style-type: none"> <li>• Move from parchment to paper</li> <li>• Use of a machine for printing</li> <li>• Moveable and/or reusable type</li> <li>• Spread of the papermaking process</li> <li>• Ease of producing large quantities of paper</li> </ul>
<b>0</b>	<p>Student does not provide a response or the response is not relevant.</p>

**Questions 9 and 10 refer to the passage.**

**Read the source and answer the questions.**

Man being born, as has been proved, with a title to perfect freedom, and an uncontrolled enjoyment of all the rights and privileges of the law of nature, equally with any other man, or number of men in the world, hath by nature a power, not only to preserve his property, that is, his life, liberty and estate, against the injuries and attempts of other men; but to judge of, and punish the breaches [violations] of that law in others. . . . But because no political society can be, nor subsist [survive], without having in itself the power to preserve the property, and in order to punish the offences of all those of that society; there, and there only is political society, where every one of the members has quitted this natural power, resigned it up into the hands of the community in all cases that exclude [leave out] him not from appealing for protection to the law established by it. And thus all private judgment of every particular member being excluded, the community comes to be umpire, by settled standing rules, indifferent, and the same to all parties; and by men having authority from the community, for the execution of those rules, decides all the differences that may happen between any members of that society concerning any matter of right; and punishes those offences which any member hath committed against the society, with such penalties as the law has established: whereby it is easy to discern [understand], who are, and who are not, in political society together. Those who are united into one body, and have a common established law and judicature [court system] to appeal to, with authority to decide controversies [disputes] between them, and punish offenders, are in civil society one with another: but those who have no such common appeal, I mean on earth, are still in the state of nature, each being, where there is no other, judge for himself, and executioner; which is, as I have before showed it, the perfect state of nature.

— John Locke, *Second Treatise of Government*

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**Item Information**

Item Code: TH01S1038      Passage Title:

Standard Code: 7.62      Passage Code:      Position No: 9

Standard Text: Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu.

Reporting Category: Early Modern Europe: Enlightenment Through the Age of Exploration

SEP:      CCC:

Correct Answer: D      DOK Level: 3      Item Type: O

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**Which Enlightenment concept is most supported by this source?**

- A.** Individuals are dependent on the government for their economic success.
- B.** Legal penalties should be reduced for individuals who own large estates.
- C.** Civil society is dependent on religious leaders to function effectively.
- D.** Government is accepted by the people because it protects their rights.

**Item Information**

Item Code: TH01B1848      Passage Title:

Standard Code: 7.62      Passage Code:      Position No: 10

Standard Text: Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu.

Reporting Category: Early Modern Europe: Enlightenment Through the Age of Exploration

SEP:      CCC:

Correct Answer:      DOK Level: 2      Item Type: O

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**Based on the source provided and your background knowledge, identify two characteristics John Locke argued were important to a “political society.”**

<b>2-Point Scoring Guide</b>	
<b>Score</b>	<b>Social Studies Content</b>
<b>2</b>	<p>Response includes 2 of the following:</p> <ul style="list-style-type: none"> <li>• preserves private property</li> <li>• enforces punishments</li> <li>• makes laws</li> <li>• citizens allow government to manage individual rights</li> <li>• establishes a law and court system</li> <li>• protects individual rights</li> <li>• ensures liberty</li> <li>• ideas on natural law</li> </ul>
<b>1</b>	<p>Response includes 1 of the following:</p> <ul style="list-style-type: none"> <li>• preserves private property</li> <li>• enforces punishments</li> <li>• makes laws</li> <li>• citizens allow government to manage individual rights</li> <li>• establishes a law and court system</li> <li>• protects individual rights</li> <li>• ensures liberty</li> <li>• ideas on natural law</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Does not provide a response or response is not relevant</li> </ul>

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Tennessee Comprehensive  
Assessment Program TCAP  
TNReady—Social Studies  
Grade 7 Item Release  
Spring 2018



# Tennessee Comprehensive Assessment Program

# TCAP

## TNReady—Social Studies Grade 8 Item Release





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# Metadata Interpretation Guide – Social Studies

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## Item Information

Item Code: TNS10220	Passage Title:
Standard Code: 0307.1.1	Passage Code:
Standard Text: Identify specific parts of a plant and describe their function.	
Reporting Category: Cells, Flow of Matter & Energy, Heredity	
Correct Answer: B	DOK Level: 2

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<b>Item Code:</b> Unique letter/number code used to identify the item.	<b>Passage Title:</b> (if listed): Title of the passage(s) associated with this item.
<b>Standard Code:</b> Primary educational standard assessed.	<b>Passage Code:</b> (if listed): Unique letter/number code used to identify the passage(s) that go with this item.
<b>Standard Text:</b> Text of the educational standard assessed.	
<b>Reporting Category:</b> Text of the Reporting Category the standard assesses.	
<b>Correct Answer:</b> Correct answer. This may be blank for constructed response items where students write or type their responses.	<b>DOK Level</b> (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1= Recall; 2= Skill/Concepts; 3= Strategic Thinking; 3-4 = Strategic/Extended Thinking

# Social Studies Grade 8

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## Item Information

Item Code: TH01M1850      Passage Title:  
Standard Code: 8.4      Passage Code:      Position No: 1  
Standard Text: Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including: Non-Separatists/Puritans; John Winthrop; theocracy; Town meetings; Anne Hutchinson and Roger Williams-Rhode Island; Thomas Hooker-Connecticut; Salem Witchcraft Trials.  
Reporting Category: Colonialism  
SEP:      CCC:  
Correct Answer: A,D,H      DOK Level: 2      Item Type: O

---

### **Which three sentences describe key events in the settlement and development of the Massachusetts Bay Colony?**

- A.** John Winthrop became the leader of the colony.
- B.** Tobacco was grown as the cash crop for the colony.
- C.** The majority of colonists were Quakers.
- D.** Government was established based on religious principles.
- E.** The House of Burgesses was established.
- F.** James Oglethorpe brought debtors to the colony.
- H.** Town meetings were part of local colonial government.

**Item Information**

Item Code: TH01B1810      Passage Title:

Standard Code: 8.6      Passage Code:      Position No: 2

Standard Text: Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including: William Penn; Philadelphia; Role of women; Relationship with Indians.

Reporting Category: Colonialism

SEP:      CCC:

Correct Answer:      DOK Level: 2      Item Type: O

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**Based on your background knowledge, identify two examples of how William Penn interacted with American Indians when he established Pennsylvania.**

<b>2-Point Scoring Guide</b>	
<b>Score</b>	<b>Social Studies Content</b>
<b>2</b>	<p>Response includes 2 of the following:</p> <ul style="list-style-type: none"><li>• Buying land from the American Indians</li><li>• Removal of American Indians from the land included in the colony's charter</li><li>• Peaceful relations with neighboring tribes</li><li>• Trading relationships with neighboring tribes</li><li>• Signing a treaty with American Indians</li><li>• Treating American Indians as equals</li></ul>
<b>1</b>	<p>Response includes 1 of the following:</p> <ul style="list-style-type: none"><li>• Buying land from American Indians</li><li>• Removal of American Indians from the land included in the colony's charter</li><li>• Peaceful relations with neighboring tribes</li><li>• Trading relationships with neighboring tribes</li><li>• Signing a treaty with American Indians</li><li>• Treating American Indians as equals</li></ul>
<b>0</b>	Does not provide a response or response is not relevant

**Item Information**

Item Code: TH01M1852      Passage Title:  
Standard Code: 8.19      Passage Code:      Position No: 3  
Standard Text: Describe the causes, course, and outcome of the French and Indian War, including the massacre at Fort Loudoun.  
Reporting Category: Development of an American Republic  
SEP:      CCC:  
Correct Answer: A,B,E      DOK Level: 3      Item Type: O

---

**Read the sources and answer the question.**

**Source 1**

“It became a consuming desire on the part of the colonists that they should destroy the French forts and erect a line of such of their own, with permanent military occupation. Nothing gave such respect to the Indians as the boom of a cannon, and walls that would resist their bullets and native weapons. . . . In accordance with this general design it was determined to erect, far back into the wilderness, three forts for the protection of Charleston and its trade.”

— Col. W. A. Henderson

**Source 2**

“We have just received advice that a party of warriors of the nation of Cherokees, commanded by their chief of war called Wolf, have taken the Fort Loudoun, belonging to Great Britain, and that the English governor of it, M. Damery, has been killed by the Indians.”

— Jean-Bernard Bossu, 1760

*(This item continues on the next page.)*

*(Item 3, continued from the previous page)*

**Using the sources and your background knowledge, which three questions could be used to gather information about the causes of the French and Indian War?**

- A.** What caused the attack on the fort?
- B.** Why were settlements being established in Tennessee?
- C.** Which country won the French and Indian War?
- D.** How did the colonists defeat the American Indians?
- E.** How much land did the American Indians control?

**Item Information**

Item Code: TH01M1854      Passage Title:  
Standard Code: 8.32      Passage Code:      Position No: 4  
Standard Text: Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state's rights, citing evidence from the Federalist Papers No. 10 and 51 and other primary source texts.  
Reporting Category: Development of an American Republic  
SEP:      CCC:  
Correct Answer: A,E,F      DOK Level: 2      Item Type: O

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**Which three actions were taken to address the conflict between the Federalists and the Anti-Federalists?**

- A.** Amendments were added to the Constitution to limit federal power.
- B.** Amendments were proposed to the Constitution to change the power of the president.
- C.** Federalists argued in the courts about limits to the national government.
- D.** State governors demanded changes to the Constitution.
- E.** Federalists wrote essays supporting the Constitution.
- F.** Amendments were added to the Constitution to protect individual rights.

**Item Information**

Item Code: TH01M1857      Passage Title:  
Standard Code: 8.46      Passage Code:      Position No: 5  
Standard Text: Analyze the physical obstacles to and the economic and political factors involved in building a network of roads, canals and railroads, including Henry Clay's American System.  
Reporting Category: The Young Nation to the Divided Nation  
SEP:      CCC:  
Correct Answer: B,D,E      DOK Level: 2      Item Type: O

**Study the list and answer the question.****Concerns during the early 19th Century**

- Difficulty for U.S. industries in competing with British goods
- An underdeveloped infrastructure in the West
- A lack of economic stability

**Which three policies did Henry Clay propose as the American System to address these issues?**

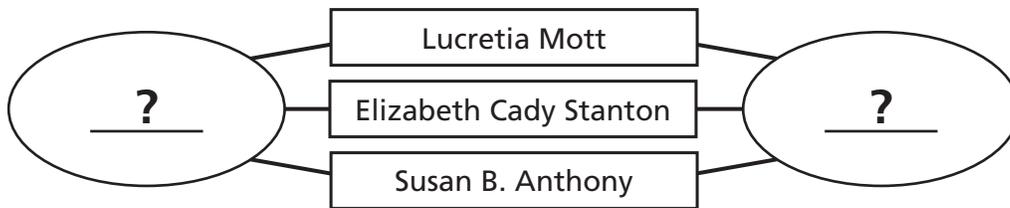
- A.** establish a blockade against British merchant ships
- B.** establish a protective tariff on imports
- C.** increase taxes on cash crops grown on Southern plantations
- D.** create a national bank to stabilize currency and promote trade
- E.** increase funding for canals and railroads in the South and West
- F.** purchase additional land to encourage the growth of agriculture

**Item Information**

Item Code: TH01M1858      Passage Title:  
Standard Code: 8.49      Passage Code:      Position No: 6  
Standard Text: Analyze the women’s suffrage movement and its major proponents, including Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony and examine excerpts from the writings of Stanton, Anthony and Sojourner Truth.  
Reporting Category: The Young Nation to the Divided Nation  
SEP:      CCC:  
Correct Answer: A,E      DOK Level: 2      Item Type: O

---

**Study the diagram and answer the question.**



**Which two characteristics correctly complete this diagram describing the movement these individuals were associated with?**

- A.** Encouraged equal rights for women
- B.** Proposed improvements to hospital administration
- C.** Supported the development of international trade treaties
- D.** Encouraged the expansion of western territories
- E.** Supported a new constitutional amendment

**Item Information**

Item Code: TH01S0178 Passage Title:

Standard Code: 8.78 Passage Code: Position No: 7

Standard Text: Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville.

Reporting Category: Slavery in America and The Civil War

SEP: CCC:

Correct Answer: C DOK Level: 2 Item Type: O

**Look at the picture and answer the question.****The Gallant Charge of the Fifty-Fourth Massachusetts Regiment**

Source: Library of Congress

**During the Battle of Fort Wagner, the regiment honored by this print**

- A.** defeated the enemy with a surprise attack at night.
- B.** used new tactics that caused their opponents to surrender.
- C.** showed exceptional bravery by not retreating in the face of heavy casualties.
- D.** mounted an attack in order to carry wounded soldiers away from the fighting.

**Questions 8 and 9 refer to the source.**

**Read the source and answer the questions.**

St. Louis. April 29. — The Colored peoples national board of immigration, of this city, of which Rev. Moses Dickson is president, has received information that several thousand [African Americans] are now at different places along the bank of the Mississippi river below Memphis, either ready to start north as soon as transportation can be procured [obtained], or are preparing to leave their homes for St. Louis and beyond. . . . About two hundred refugees have been sent west since Saturday last, and it is understood that Jay Gould has offered free transportation for them west of Kansas City, and they will probably go right on to Lawrence, Kansas. . . .

“PAP” SINGLETON, THE [AFRICAN AMERICAN] MOSES. The Chicago Times has the following sketch of a colored man well known in Nashville: “Pap” Singleton, who is described as the Moses of the [African American] exodus, lives at Topeka, Kansas. . . . He was born and raised in Nashville, Tennessee, where he worked in early manhood at cabinet-making, and from where he was sold a dozen times or more, and went to the gulf States, always escaping and coming back to Tennessee. Finally he . . . succeeded after three attempts and through perils and sufferings that only a man with a supreme passion for liberty could have surmounted [overcome]. . . . As soon as the war closed, he went back to Tennessee, poor as he left, save that now he was a free man, and entered upon what he calls his “mission.” . . .

It was not until 1869 – 1870 that Singleton could induce his colored brethren . . . that they ought to be trying to get homes of their own, lands of their own, instead of depending upon renting from their former masters, or subsisting [living] by days’ work. And even then they were averse to leaving the south. Some efforts were made to buy lands in Tennessee, but the land-owners laughed at the idea. . . . Then it was, in 1872, that an exploring committee was sent to Kansas, and made a favorable report, and several families came out. The next year Singleton himself made a trip to Kansas . . . and was so well pleased that he went back to Tennessee and gathered up two hundred or three hundred people, whom he took and located in Cherokee county, the settlement being called Singleton Colony.

— *The Memphis Daily Appeal*, 1879

**Item Information**

Item Code: TH01S1454      Passage Title:

Standard Code: 8.89      Passage Code:      Position No: 8

Standard Text: Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton.

Reporting Category: Reconstruction and Westward Expansion

SEP:      CCC:

Correct Answer: B      DOK Level: 2      Item Type: O

---

**The source describes African Americans who left the South in order to**

- A.** earn money by joining a farm work program.
- B.** escape poverty by owning their own land.
- C.** change their misfortune from poor crop sales.
- D.** become wealthy by creating new businesses.

---

**Item Information**

Item Code: TH01L1867      Passage Title:

Standard Code: 8.89      Passage Code:      Position No: 9

Standard Text: Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton.

Reporting Category: Reconstruction and Westward Expansion

SEP:      CCC:

Correct Answer:      DOK Level: 3      Item Type: O

---

**Based on the source provided and your background knowledge, describe two factors that encouraged African Americans to leave the South and explain two outcomes that resulted from this migration. Use complete sentences and provide evidence to support each explanation.**

<b>4-Point Scoring Guide</b>	
<b>Score</b>	<b>Social Studies Content</b>
<b>4</b>	<p>Student response describes two factors that encouraged African Americans to leave the South and explains two outcomes that resulted from this migration using evidence from the sources.</p> <p>Possible factors that encouraged African Americans to leave the South:</p> <ul style="list-style-type: none"> <li>• Ease of transportation to the North</li> <li>• Availability to purchase land in the West</li> <li>• Availability of jobs as factory workers</li> <li>• Ability to participate in government</li> <li>• To escape discrimination and Jim Crow laws</li> <li>• Desire to improve themselves economically, socially, or politically</li> <li>• Pap Singleton led groups West.</li> </ul> <p>Possible outcomes that developed from leaders helping African Americans during Reconstruction:</p> <ul style="list-style-type: none"> <li>• Population growth of Northern cities</li> <li>• Establishment and growth of new towns/settlements in the West</li> <li>• Growth of agriculture</li> <li>• Growth of industry</li> <li>• Relocation of American Indians</li> <li>• Expansion of the railroad</li> <li>• Statehood</li> </ul>

**4-Point Scoring Guide**

**3**

Student response describes two factors that encouraged African Americans to leave the South and explains one outcome that developed from this migration using evidence from the sources.

OR

Student response describes two factors that encouraged African Americans to leave the South and explains an outcome that developed from each action without providing evidence.

Possible factors encouraging African Americans to leave the South:

- Ease of transportation to the North
- Availability to purchase land in the West
- Availability of jobs as factory workers
- Ability to participate in government
- To escape discrimination and Jim Crow laws
- Desire to improve themselves economically, socially, or politically
- Pap Singleton led groups West.

Possible outcomes that developed from leaders helping African Americans during Reconstruction:

- Population growth of Northern cities
- Establishment and growth of new towns/settlements in the West
- Growth of agriculture
- Growth of industry
- Relocation of American Indians
- Expansion of the railroad
- Statehood

**4-Point Scoring Guide****2**

Student response describes two factors that encouraged African Americans to leave the South but does not provide an adequate (or any) explanation of an outcome that came from this migration.

OR

Student response describes one factor that encouraged African Americans to leave the South and explains one outcome that developed from this migration.

Possible factors encouraging African Americans to leave the South:

- Ease of transportation to the North
- Availability to purchase land in the West
- Availability of jobs as factory workers
- Ability to participate in government
- To escape discrimination and Jim Crow laws
- Desire to improve themselves economically, socially, or politically
- Pap Singleton led groups West.

Possible outcomes that developed from leaders helping African Americans during Reconstruction:

- Population growth of Northern cities
- Establishment and growth of new towns/settlements in the West
- Growth of agriculture
- Growth of industry
- Relocation of American Indians
- Expansion of the railroad
- Statehood

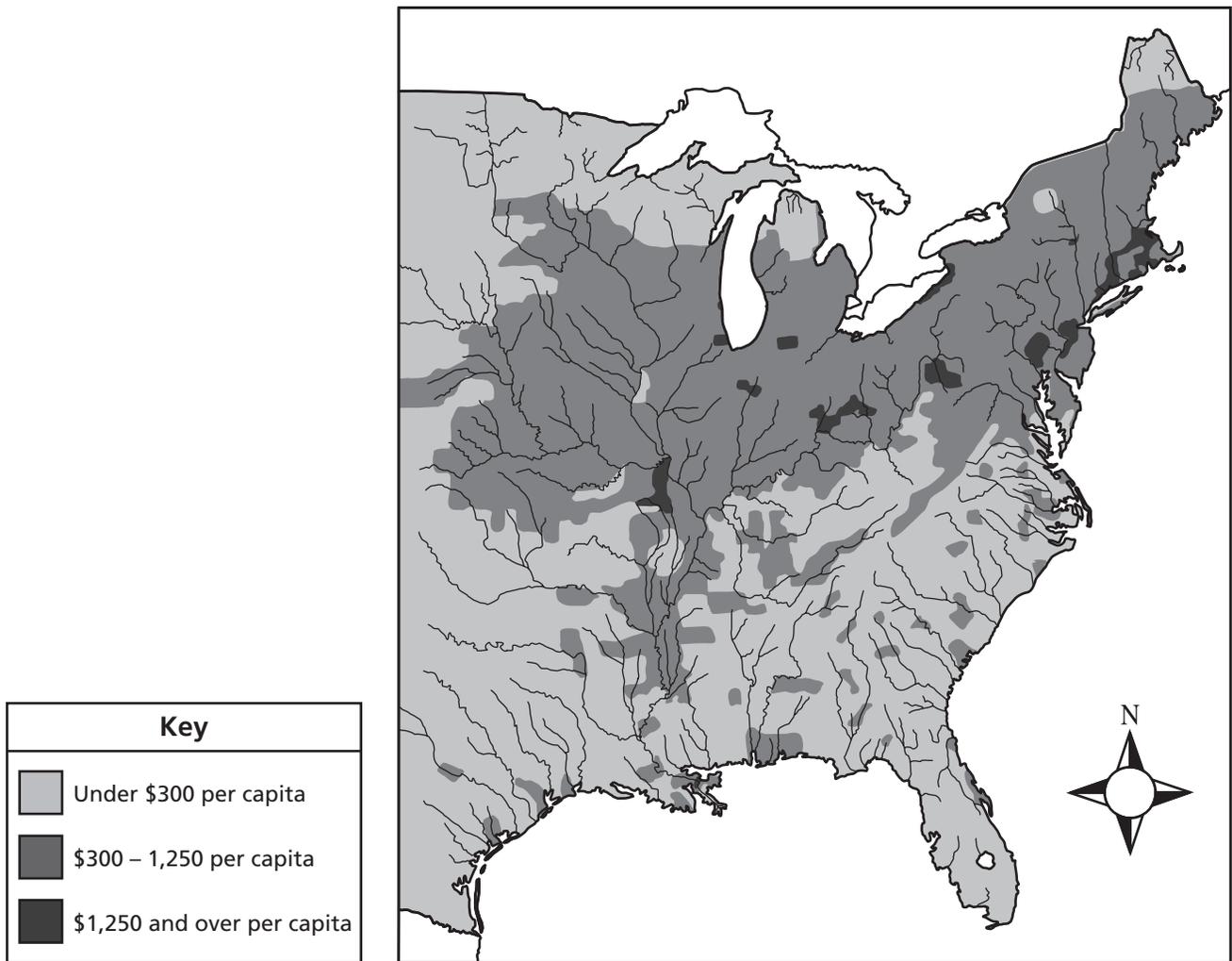
<b>4-Point Scoring Guide</b>	
<b>1</b>	<p>Student response describes one factor that encouraged African Americans to leave the South but does not provide an adequate (or any) explanation of an outcome that developed from this migration.</p> <p>Possible factors encouraging African Americans to leave the South:</p> <ul style="list-style-type: none"><li>• Ease of transportation to the North</li><li>• Availability to purchase land in the West</li><li>• Availability of jobs as factory workers</li><li>• Ability to participate in government</li><li>• To escape discrimination and Jim Crow laws</li><li>• Desire to improve themselves economically, socially, or politically</li><li>• Pap Singleton led groups West.</li></ul>
<b>0</b>	<p>Does not provide a response or provides a response that does not demonstrate an understanding of the concepts or procedures outlined in the task.</p>

**Item Information**

Item Code: TH01M1862      Passage Title:  
 Standard Code: 8.91      Passage Code:      Position No: 10  
 Standard Text: Explain patterns of agricultural and industrial development after the Civil War as they relate to climate, use of natural resources, markets and trade and the location of such development on a map.  
 Reporting Category: Reconstruction and Westward Expansion  
 SEP:      CCC:  
 Correct Answer: B,D,F      DOK Level: 3      Item Type: O

**Study the map and answer the question.**

**Amount of Wealth according to the 1872 U.S. Census**



Source: U.S. Census Map

*(This item continues on the next page.)*

*(Item 10, continued from the previous page)*

**Which three statements are supported by the information on the map?**

- A.** Southern states had more jobs available for skilled laborers.
- B.** Wealth in the Northern states was based on industrial development.
- C.** Population growth was greatest in areas with fertile soil.
- D.** Dependence on agriculture contributed to the lack of wealth in the South.
- E.** The Northern economy was dependent on a supply of immigrant workers.
- F.** Major centers of wealth were located near rivers used for trade.

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