



# Delaware DeSSA

Delaware System of Student Assessments

*Spring 2021*

## **Grade 7** ***Social Studies*** Training Test Booklet

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

School: \_\_\_\_\_

District: \_\_\_\_\_

# Social Studies

This practice test contains samples of various question types that will appear on the Spring test. Read each question carefully and follow the directions.

1. This excerpt is from a civics textbook published at the beginning of the twentieth century.

Another great fact of democracy which you will do well to think about at this point is this: the majority must deal fairly with the minority. . . . Now if the majority does not deal fairly with the minority it does the very thing that it is the purpose of government to prevent: it inflicts injustice. And the injustice of a majority is the worst kind of injustice.

How did the framers of the U.S. Constitution ensure that the people were protected from the problem described in the excerpt?

- A. They delegated the power to raise taxes to the legislative branch.
- B. They developed a process for removing corrupt government leaders.
- C. They created a system where the chief executive manages foreign affairs.
- D. They guaranteed specific individual rights from government interference.

2. These newspaper headlines show events affecting the economy.

Draw a line from each newspaper headline to show whether the event **most** relates to resources used to produce goods, to technology used to exchange goods, or to cultural values affecting wealth distribution. Match **one** newspaper headline with each box.



**Resources Used to  
Produce Goods**

**Technology Used to  
Exchange Goods**

**Cultural Values  
Affecting Wealth  
Distribution**

3. This text about U.S. schools in the late 1700s is adapted from an excerpt written by Noah Webster in 1788.

Circle the number in front of **one** sentence that would **best** help a historian understand Noah Webster's beliefs about the importance of education.

**1)** Every child in America should be acquainted with his own country. He should read books that furnish him with ideas that will be useful to him in life and practice. As soon as he opens his lips, he should rehearse the history of his own country. . . .

In our American republics, where governments are in the hands of the people, knowledge should be universally spread by means of public schools. **2)** Of such importance is it to society, that the people who make laws should be well informed, that I conceive no legislature can be justified in neglecting proper establishments for this purpose.

**3)** When I speak of the spread of knowledge, I do not mean merely a knowledge of spelling-books. . . . An acquaintance with ethics, and with the general principles of law, commerce, money, and government, is necessary. . . . **4)** This acquaintance they might obtain by means of books written for schools, and read by the children, during the winter months, and by the circulation of public papers.

4. The statements describe three ways that citizens can communicate their opinions to elected officials. Draw **one** line from each statement to the communication method that it **best** describes.

**Ways Citizens Can Communicate  
Their Opinions to Elected Officials**

**Statement**

Requires advance  
planning but likely to  
attract media  
attention

Allows issues to be  
discussed in detail  
and may reach a  
large audience

Requires minimal  
effort by  
participants but  
needs large  
numbers to be  
effective

**Communication  
Method**

Signing a petition

Organizing a protest  
march

Writing a newspaper  
editorial

**Use the sources to answer the questions.**

**Source 1**

This text is from *Defence of the Constitutions of Government of the United States of America*, written by John Adams in 1787. Adams used this text to explain his ideas about individual rights.

[It has been said] . . . “that the people . . . are the best keepers of their own liberties. . . .”

Almost all confine their benevolence to their families, relations, personal friends, parish, village, city, county, province, and that very few, indeed, extend it impartially<sup>1</sup> to the whole community. . . . If a majority are capable of preferring their own private interest . . . to that of the nation collectively, some provision must be made in the constitution, in favor of justice, to compel all to respect the common right [and] the public good. . . .

The majority and their leaders . . . will as certainly oppress the minority, and make . . . laws for their own wealth, power, grandeur, and glory. . . .

<sup>1</sup>impartially—fairly

**Source 2**

This excerpt from a speech by President Ronald Reagan in 1987 explains the importance of limits on government.

Freedom is not created by government, nor is it a gift from those in political power. It is, in fact, secured, more than anything else, by those limitations . . . that are placed on those in government. It is absence of the government censor in our newspapers and broadcast stations and universities. It is the lack of fear by those who gather in religious services. It is the absence of official abuse of those who speak up against the policies of their government.



### Source 3

This summary describes a 1941 U.S. Supreme Court case about minority rights.

**Facts and Case Summary:  
*Cox v. New Hampshire***

**I. Facts:** A New Hampshire town required that a license be obtained before parades could be held within the town. A [citizens'] group . . . held a sidewalk parade without first obtaining the license, and they were fined for violating the law. The [group] challenged the New Hampshire law, saying that its provisions violated their First Amendment rights. Specifically, they challenged the fee attached to the permit as a means of suppressing their free speech rights.

**II. Issue:** Whether time, place, and manner restrictions on holding a parade violate the First Amendment freedoms of speech and assembly.

**III. Ruling:** No.

**IV. Reasoning (9–0):** A unanimous Supreme Court, via Justice Charles Evans Hughes, held that, although the government cannot regulate the contents of speech, it can place reasonable time, place, and manner restrictions on speech for the public safety. The Court held that the New Hampshire law was not meant to prohibit speech, but simply to regulate it when it took the form of a parade or other form of large gathering. The Court said that the government had a legitimate interest in keeping order at such events, and it could impose a fee for the license that was proportional to the amount of police presence that would be required to ensure the peaceable nature of the event.

**Source 4**

This poster was created after the United States entered the Second World War in 1941. It was part of an effort by the federal government to limit speech.



Public Domain/National Archives and Records Administration

5. Which sentence **best** summarizes John Adams’s view of the relationship between majority rule and minority rights as described in Source 1?
- A. The majority will protect minority rights because most people obey the rule of law.
  - B. The majority will protect minority rights because most people support the common good.
  - C. The majority will take away minority rights because most people favor their own personal interests.
  - D. The majority will take away minority rights because most people value their own individual liberties.

6. Use Sources 1 and 2 to answer this question.

Which protection found in the U.S. Constitution influenced the central idea expressed by **both** John Adams in Source 1 and Ronald Reagan in Source 2?

- A. People have the right to privacy in their homes.
- B. Citizens have the right to elect their representatives.
- C. Citizens should be free from government restriction of opinions.
- D. People should be secure from government retaliation against critics.

7. Based on Sources 1 and 2, how do the ideas of John Adams and Ronald Reagan on minority rights in the American political system compare? Mark a total of **three** boxes.

| <b>Ideas</b>  | <b>John Adams</b> | <b>Ronald Reagan</b> |
|---|-------------------|----------------------|
| Favored protection of government authority          |                   |                      |
| Warned against majority tyranny                     |                   |                      |
| Believed that civil rights secure political freedom |                   |                      |

8. Use Source 3 to answer this question.

In *Cox v. New Hampshire*, the U.S. Supreme Court decided whether a law affecting the rights of a minority violated the U.S. Constitution. To reach its decision, the court had to balance an individual right with the common good. Select the **two** numbered phrases that describe the individual right and the common good balanced by the court. Write **one** number in each box.

This summary describes a 1941 U.S. Supreme Court case about minority rights.

**Facts and Case Summary: *Cox v. New Hampshire***

**I. Facts:** **1)** A New Hampshire town required that a license be obtained before parades could be held within the town. **2)** A [citizens'] group . . . held a sidewalk parade without first obtaining the license, and they were fined for violating the law. **3)** The [group] challenged the New Hampshire law, saying that its provisions violated their First Amendment rights. Specifically, they challenged the fee attached to the permit as a means of suppressing their free speech rights.

**II. Issue:** Whether time, place, and manner restrictions on holding a parade violate the First Amendment freedoms of speech and assembly.

**III. Ruling:** No.

**IV. Reasoning (9–0):** A unanimous Supreme Court, via Justice Charles Evans Hughes, held that, although the **4)** government cannot regulate the contents of speech, it can place reasonable time, place, and manner restrictions on speech for the public safety. The Court held that the New Hampshire law was not meant to prohibit speech, but simply to regulate it when it took the form of a parade or other form of large gathering. The Court said that the **5)** government had a legitimate interest in keeping order at such events, and **6)** it could impose a fee for the license that was proportional to the amount of police presence that would be required to ensure the peaceable nature of the event.

| Goal             | Number |
|------------------|--------|
| Individual right |        |
| Common good      |        |

- 9.** How do the U.S. Supreme Court decision summarized in Source 3 and the poster shown in Source 4 contribute to an understanding of rights in the American political system?
- A.** By illustrating some reasons for securing individual liberty
  - B.** By illustrating the need to check the powers of government
  - C.** By illustrating the role of laws in protecting oppressed groups
  - D.** By illustrating some reasons to regulate the expression of opinions

- 10.** Use Sources 3 and 4 to answer this question.

Why are public schools able to set rules for how students use school computers, even though the Bill of Rights protects freedom of speech? Explain your answer.

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11. This map shows the countries of Central and South America in 2018.

**Central and South America, 2018**



A person is planning to travel by land from Mexico to the southern tip of South America.

Draw **one** line from each of these three countries to the box that shows the order that the person would **most likely** visit the countries.

Brazil

**First**

Panama

**Second**

Argentina

**Third**

- 12.** Match each action with the related freedom. Draw **two** lines to each type of freedom.

The author of a book hires a lawyer to stop a magazine from publishing an excerpt.

A newspaper writes an editorial supporting the creation of a national park on public land.

A public interest group organizes a march to oppose the proposed route of a highway.

A group of investors sign an agreement to build an amusement park in their town.

**Political Freedom**

**Economic Freedom**



- 13.** Select the number in front of the sentence from the text that **best** supports each historical conclusion. Write **one** number in each box.

This adapted text is based on President Thomas Jefferson's 1801 inaugural address.

**1)** I know that some people believe that a republican government cannot be strong. I disagree. I believe that this is the strongest government on Earth. **2)** We should continue to support the union and representative government. **3)** We should also know that being separated by a wide ocean and having ample land for future generations helps make us a happy and prosperous people. **4)** But we also need a government that keeps people from injuring one another and leaves people free to decide how they want to earn a living. This is all that is needed to have a good government.

| Historical Conclusion  | Number |
|--|--------|
| President Jefferson believed that individual liberty was an important political ideal. |        |
| President Jefferson believed that the United States had geographic advantages.         |        |

- 14.** Select the economic effect of each type of trade restriction. Mark **one** selection for each row.

| Type of Trade Restriction | Lowers Costs for Domestic Producers | Raises Prices for Domestic Consumers |
|---------------------------|-------------------------------------|--------------------------------------|
| Tariff                    |                                     |                                      |
| Subsidy                   |                                     |                                      |
| Quota                     |                                     |                                      |

**Use the sources to answer the questions.****Source 1**

This passage about the Chicano Movement during the 1960s is based on information from a 2005 exhibit at Brown University.

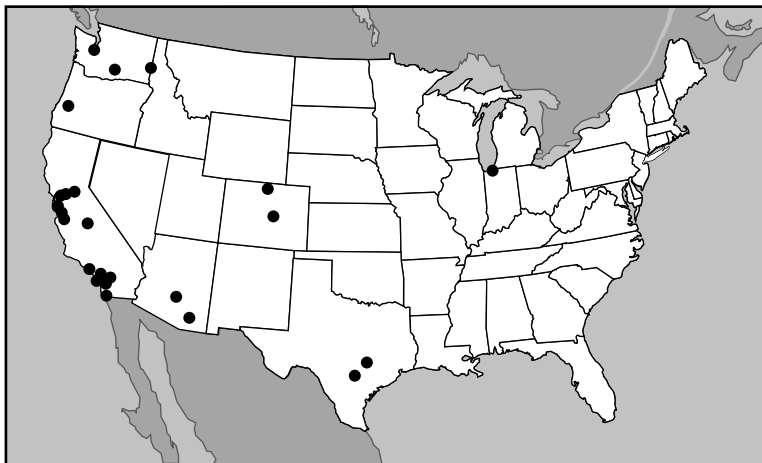
The Chicano Movement (or movimiento) was one of the civil rights movements started by minority groups during the 1960s. The Chicano Movement protested for equal rights for Americans of Mexican descent. Young Mexican Americans had used the word “Chicano” as an insult. However, in the 1960s Mexican Americans began using the word as a symbol of pride in their cultural heritage. The Chicano Movement opposed anyone and any organization that discriminated or condoned discrimination against people with a Mexican heritage.

Historians recognize that the Chicano Movement actually included four related movements:

- a youth-led movement focused on ending discrimination that also participated in protests against the Vietnam War
- a farmworkers’ movement, which created a labor union to improve working conditions
- a movement aimed at increasing political representation that resulted in the creation of La Raza Unida Party
- a movement that sought to reclaim ownership of the U.S. Southwest as a “homeland”

**Source 2**

This map shows the locations of Chicano student organizations in the United States between 1967 and 1971.

**Chicano Student Organizations,  
1967–1971****KEY**

• = Chicano student organizations

**Source 3**

This list summarizes three proposals made by Mexican American high school students to the Los Angeles Board of Education in 1968.

- Students and teachers will be allowed to take part in efforts aimed at improving the quality of education. Students or teachers will not be punished for participating in such actions.
- Mexican American students attending a majority Mexican American school will be required to take classes that support a bilingual<sup>1</sup> and bicultural<sup>2</sup> education. All other students attending the school will have the option to take the classes.
- The school system will buy textbooks and teach students about the contributions made by Mexican Americans and discrimination against Mexican Americans.

<sup>1</sup>bilingual—two languages

<sup>2</sup>bicultural—two cultures

**Source 4**

This passage about the document *El Plan de Aztlán* is based on information from a history of race and ethnicity in the United States published by Columbia University in 2004.

In 1969, young Mexican American activists held the first National Chicano Youth Liberation Conference in Denver, Colorado. The attendees wrote *El Plan de Aztlán* to promote self-determination within the Chicano community.

*El Plan de Aztlán* included goals for organizing the Chicano community. Two areas covered were education and political liberation:

**Education** must allow community control of schools, including employees and the program of education. This ensures that schools teach classes related to the history and culture of Mexican Americans.

**Political liberation** requires independence from the United States' two-party system. The two political parties are too similar. Where Chicanos are a majority, control must be sought. Where Chicanos are a minority, pressure must be put on the majority. The Chicano population needs to be represented by its own national party.

**Source 5**

This passage is about the 1974 federal court case *Serna v. Portales*.

In the 1974 case *Serna v. Portales*, a federal court decided that a school in New Mexico had not met the needs of students with Spanish last names. The court found that this violated the part of the Civil Rights Act of 1964 prohibiting discrimination based on race, color, or national origin. The court said that schools were required to take into account the specialized needs of students with Spanish last names. This included creating bilingual education programs. *Serna v. Portales* helped establish the legal principle that schools must provide for the educational needs of all students.

**Source 6**

This excerpt is from the Fourteenth Amendment to the U.S. Constitution.

No State shall . . . deny to any person within its jurisdiction the equal protection of the laws.



**15.** Use Source 1 to answer this question.

What is the **most likely** meaning of the word “condoned” as it is used in Source 1?

- A.** Allowed
- B.** Heard
- C.** Prevented
- D.** Trusted

**16.** Use Sources 1 and 2 to answer this question.

A student created the map in Source 2 as part of a report on the Chicano Movement.

What information from Source 1 explains the content provided in the map? Circle the number in front of **one** statement.

Historians recognize that the Chicano Movement actually included four related movements:

- 1)** a youth-led movement focused on ending discrimination that also participated in protests against the Vietnam War
- 2)** a farmworkers’ movement, which created a labor union to improve working conditions
- 3)** a movement aimed at increasing political representation that resulted in the creation of La Raza Unida Party
- 4)** a movement that sought to reclaim ownership of the U.S. Southwest as a “homeland”

**17.** Use Sources 1, 2, and 4 to answer this question.

Which question would a historian **most likely** ask to verify the effectiveness of La Raza Unida Party?

- A.** How did Mexican Americans create La Raza Unida Party?
- B.** Where in the United States was La Raza Unida Party established?
- C.** What position did La Raza Unida Party have on bilingual education?
- D.** How many members of La Raza Unida Party had positions in government?

**18.** Use Sources 1, 3, 4, and 5 to answer this question.

A Chicano rights group is researching how state representatives voted on bills in order to know which representatives support its goals. Mark whether the Chicano rights group would want a state representative to have voted yes or no on each bill.

| Bill   | Yes | No |
|--|-----|----|
| Bilingual students must only be taught in separate schools.                          |     |    |
| The government should take land owned by Chicano citizens to construct roads.        |     |    |
| Public funds can be used to pay the election expenses of only the two major parties. |     |    |
| Tax funds should be used to promote the economic growth of Chicano businesses.       |     |    |

- 19.** Use Sources 5 and 6 to answer this question.

Which statement **best** explains the constitutional principle used by the court in *Serna v. Portales*?

- A.** Laws must be based on the consent of the majority.
- B.** Government can only limit the rights of majority groups.
- C.** People must be treated the same in all areas of public life.
- D.** Individuals have expanded civil rights protections in schools.

- 20.** Use all the sources to answer this question.

How might the protection of individual rights by the U.S. Constitution have helped the Chicano Movement? Support your answer with evidence from one of the sources.

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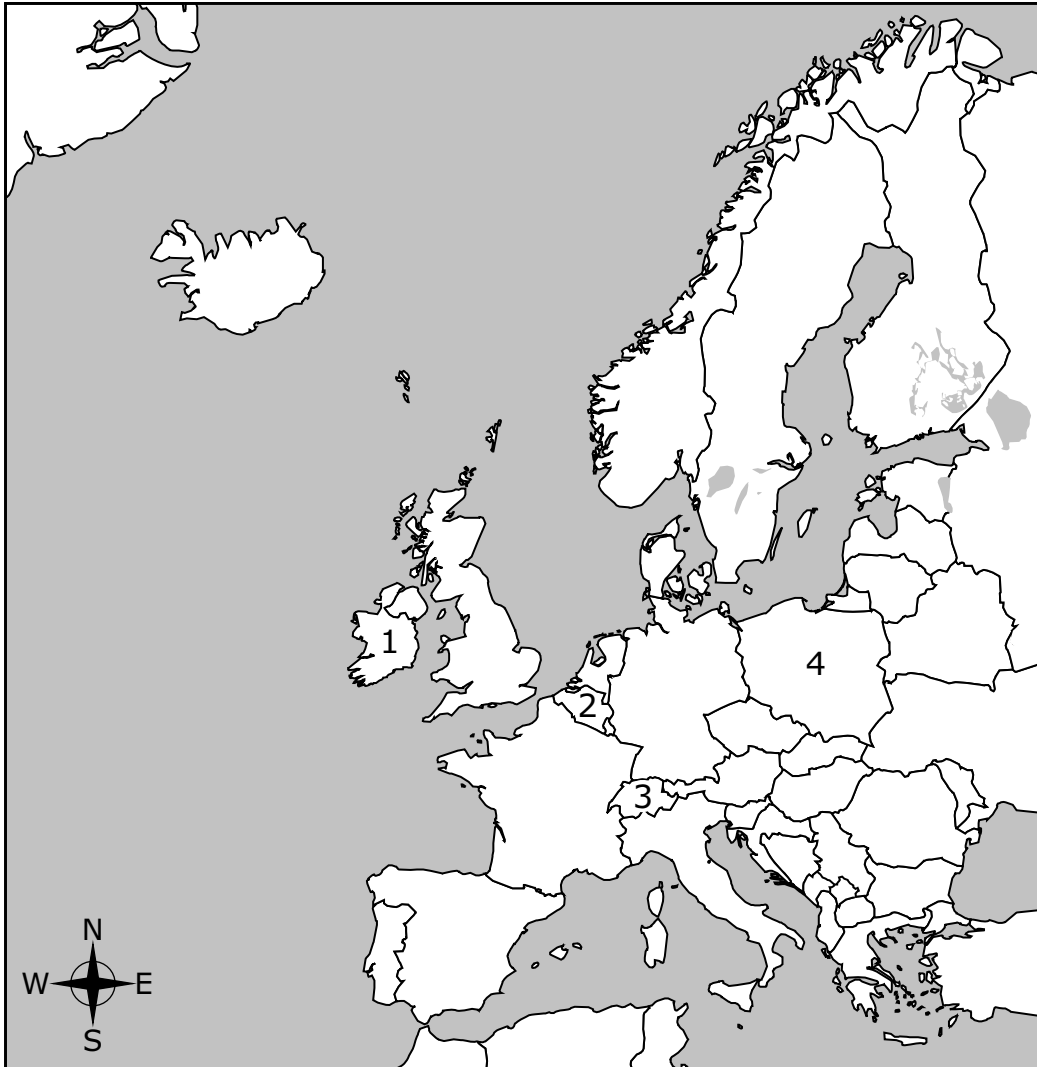
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21. Circle the number for the European country that contains part of the Alps mountain range.

**Europe**



- 22.** Circle the correct response in the box below the blank to complete the sentence.

Two historians used the same documents to write about the 1849 California gold rush. One historian wrote about how the gold rush contributed to the growth of cities in California. The other historian wrote about the impact of the gold rush on Native American culture.

These historians wrote different accounts **most likely** because of differences in \_\_\_\_\_.

|                 |
|-----------------|
| credibility     |
| points of view  |
| primary sources |

This is because personal experiences related to factors such as ethnicity, race, and gender help determine how people understand events.

- 23.** Which **two** government actions **best** protect economic freedom?
- A.** Regulating the water usage of landowners
  - B.** Guaranteeing the ownership rights of inventors
  - C.** Creating a government agency to promote economic growth
  - D.** Ensuring the right to criticize economic policies without prosecution
  - E.** Prohibiting the government from taking private property without compensation





## Social Studies Grade 7 Training Test

| Question Number   | Answer   | DE Content Benchmark  | CCSS Literacy Standard            |   |  |  |   |                               |   |          |  |
|---|--|---|-----------------------------------|---|--|--|---|-------------------------------|---|----------|--|
| 1   | D  | C.2.6-8a  | RH.6-8.2                          |   |  |  |   |                               |   |          |  |
| 2   | <table><tr><th>Resources Used to Produce Goods</th><th>Technology Used to Exchange Goods</th><th>Cultural Values Affecting Wealth Distribution</th></tr><tr><td><div><b>DAILY HERALD</b><br/><b>Company Develops Plastic Made From Soybeans</b></div></td><td><div><b>DAILY HERALD</b><br/><b>Online Sales Increase for Third Year</b></div></td><td><div><b>DAILY HERALD</b><br/><b>Congress Debates Minimum Wage</b></div></td></tr></table>   | Resources Used to Produce Goods   | Technology Used to Exchange Goods | Cultural Values Affecting Wealth Distribution | <div><b>DAILY HERALD</b><br/><b>Company Develops Plastic Made From Soybeans</b></div>  | <div><b>DAILY HERALD</b><br/><b>Online Sales Increase for Third Year</b></div> | <div><b>DAILY HERALD</b><br/><b>Congress Debates Minimum Wage</b></div> | E.3.6-8a                      |   |          |  |
| Resources Used to Produce Goods   | Technology Used to Exchange Goods  | Cultural Values Affecting Wealth Distribution                           |                                   |   |  |  |   |                               |   |          |  |
| <div><b>DAILY HERALD</b><br/><b>Company Develops Plastic Made From Soybeans</b></div> | <div><b>DAILY HERALD</b><br/><b>Online Sales Increase for Third Year</b></div>   | <div><b>DAILY HERALD</b><br/><b>Congress Debates Minimum Wage</b></div> |                                   |   |  |  |   |                               |   |          |  |
| 3   | <p><u>Every child in America should be acquainted with his own country.</u> He should read books that furnish him with ideas that will be useful to him in life and practice. As soon as he opens his lips, he should rehearse the history of his own country. . . .</p> <p>In our American republics, where governments are in the hands of the people, knowledge should be universally spread by means of public schools. <u>Of such importance is it to society, that the people who make laws should be well informed, that I conceive no legislature can be justified in neglecting proper establishments for this purpose.</u></p> <p><u>When I speak of the spread of knowledge, I do not mean merely a knowledge of spelling-books. . . .</u> An acquaintance with ethics, and with the general principles of law, commerce, money, and government, is necessary. . . . <u>This acquaintance they might obtain by means of books written for schools, and read by the children, during the winter months, and by the circulation of public papers.</u></p> | H.2.4-5a  | RH.6-8.1                          |   |  |  |   |                               |   |          |  |
| 4   | <p><b>Ways Citizens Can Communicate Their Opinions to Elected Officials</b></p> <table><tr><th>Communication Method</th><th>Description</th></tr><tr><td>Signing a petition</td><td><b>Requires minimal effort by participants but needs large numbers to be effective</b></td></tr><tr><td>Organizing a protest march</td><td><b>Requires advance planning but likely to attract media attention</b></td></tr><tr><td>Writing a newspaper editorial</td><td><b>Allows issues to be discussed in detail and may reach a large audience</b></td></tr></table>   | Communication Method  | Description                       | Signing a petition                            | <b>Requires minimal effort by participants but needs large numbers to be effective</b> | Organizing a protest march   | <b>Requires advance planning but likely to attract media attention</b>  | Writing a newspaper editorial | <b>Allows issues to be discussed in detail and may reach a large audience</b> | C.4.6-8a |  |
| Communication Method  | Description  |   |                                   |   |  |  |   |                               |   |          |  |
| Signing a petition  | <b>Requires minimal effort by participants but needs large numbers to be effective</b>   |   |                                   |   |  |  |   |                               |   |          |  |
| Organizing a protest march  | <b>Requires advance planning but likely to attract media attention</b>   |   |                                   |   |  |  |   |                               |   |          |  |
| Writing a newspaper editorial   | <b>Allows issues to be discussed in detail and may reach a large audience</b>  |   |                                   |   |  |  |   |                               |   |          |  |

| 5   | C   |   |              | RH.6-8.2   |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
|---|---|---|--------------|------------|---------------|---|--------------------------|--|---------------------------------|--|--------------------------|---|-------------------------------------|---|----------|--|-------------|--|---|--|----------|--|
| 6   | D   |   | C.2.6-8a     | RH.6-8.2   |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| 7   |   | <table><tr><th>Ideas</th><th>John Adams</th><th>Ronald Reagan</th></tr><tr><td>Favored protection of government authority</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>Warned against majority tyranny</td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>Believed that civil rights secure political freedom</td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>  | Ideas        | John Adams | Ronald Reagan | Favored protection of government authority                                    | <input type="checkbox"/> | <input type="checkbox"/>   | Warned against majority tyranny | <input checked="" type="checkbox"/>      | <input type="checkbox"/> | Believed that civil rights secure political freedom | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>   | C.2.6-8a | RH.6-8.2   |             |  |   |  |          |  |
| Ideas   | John Adams  | Ronald Reagan   |              |            |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| Favored protection of government authority  | <input type="checkbox"/>  | <input type="checkbox"/>  |              |            |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| Warned against majority tyranny   | <input checked="" type="checkbox"/>   | <input type="checkbox"/>  |              |            |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| Believed that civil rights secure political freedom   | <input checked="" type="checkbox"/>   | <input checked="" type="checkbox"/>   |              |            |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| 8   |   | <div>Individual Right</div> <div>government cannot regulate the contents of speech</div> <div>Common Good</div> <div>government had a legitimate interest in keeping order</div>  | C.2.6-8a     | RH.6-8.2   |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| 9   | D   |   | C.2.6-8a     | RH.6-8.7   |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| 10  |   | <table><tr><th colspan="2">Scoring Tool</th></tr><tr><td>2</td><td>This response gives a valid reason with an accurate and relevant explanation.</td></tr><tr><td>1</td><td>This response gives a valid reason with an inaccurate or irrelevant explanation, or with no explanation.</td></tr><tr><td>0</td><td>The response is incorrect or irrelevant.</td></tr><tr><th colspan="2">Sample Responses</th></tr><tr><td>2</td><td>Schools can restrict Internet use to protect students from harmful websites. This is because the Supreme Court has ruled that the government can regulate the time, place, and manner of exercising free speech to protect public safety.</td></tr><tr><td>1</td><td>Schools can restrict Internet use to protect students from harmful websites.</td></tr><tr><th colspan="2">Answer Cues</th></tr><tr><td colspan="2"><ul style="list-style-type: none"><li>Time, place, and manner restrictions</li><li>Wartime limits</li><li>Youth versus adult rights</li><li><i>Tinker v. Des Moines</i></li></ul></td></tr></table> | Scoring Tool |            | 2             | This response gives a valid reason with an accurate and relevant explanation. | 1                        | This response gives a valid reason with an inaccurate or irrelevant explanation, or with no explanation. | 0                               | The response is incorrect or irrelevant. | Sample Responses         |   | 2                                   | Schools can restrict Internet use to protect students from harmful websites. This is because the Supreme Court has ruled that the government can regulate the time, place, and manner of exercising free speech to protect public safety. | 1        | Schools can restrict Internet use to protect students from harmful websites. | Answer Cues |  | <ul style="list-style-type: none"><li>Time, place, and manner restrictions</li><li>Wartime limits</li><li>Youth versus adult rights</li><li><i>Tinker v. Des Moines</i></li></ul> |  | C.2.6-8a |  |
| Scoring Tool  |   |   |              |            |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| 2   | This response gives a valid reason with an accurate and relevant explanation.   |   |              |            |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| 1   | This response gives a valid reason with an inaccurate or irrelevant explanation, or with no explanation.  |   |              |            |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| 0   | The response is incorrect or irrelevant.  |   |              |            |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| Sample Responses  |   |   |              |            |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| 2   | Schools can restrict Internet use to protect students from harmful websites. This is because the Supreme Court has ruled that the government can regulate the time, place, and manner of exercising free speech to protect public safety. |   |              |            |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| 1   | Schools can restrict Internet use to protect students from harmful websites.  |   |              |            |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| Answer Cues   |   |   |              |            |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |
| <ul style="list-style-type: none"><li>Time, place, and manner restrictions</li><li>Wartime limits</li><li>Youth versus adult rights</li><li><i>Tinker v. Des Moines</i></li></ul> |   |   |              |            |               |   |                          |  |                                 |  |                          |   |                                     |   |          |  |             |  |   |  |          |  |

| 11                        | <div>Panama</div> <div>Brazil</div> <div>Argentina</div>  | G.1.6-8a                             |                                     |                                      |        |                       |                                  |         |                                  |                       |       |                       |                                  |          |  |
|---------------------------|---|--------------------------------------|-------------------------------------|--------------------------------------|--------|-----------------------|----------------------------------|---------|----------------------------------|-----------------------|-------|-----------------------|----------------------------------|----------|--|
| 12                        | <div>Political Freedom</div> <div>A newspaper writes an editorial supporting the creation of a national park on public land.</div> <div>A public interest group organizes a march to oppose the proposed route of a highway.</div> <div>Economic Freedom</div> <div>A group of investors sign an agreement to build an amusement park in their town.</div> <div>The author of a book hires a lawyer to stop a magazine from publishing an excerpt.</div>  | C.3.6-8a                             |                                     |                                      |        |                       |                                  |         |                                  |                       |       |                       |                                  |          |  |
| 13                        | <p>President Jefferson believed that individual liberty was an important political ideal.</p> <div>But we also need a government that keeps people from injuring one another and leaves people free to decide how they want to earn a living.</div> <p>President Jefferson believed that the United States had geographic advantages.</p> <div>We should also know that being separated by a wide ocean and having ample land for future generations helps make us a happy and prosperous people.</div> | H.2.4-5a                             | RH.6-8.1                            |                                      |        |                       |                                  |         |                                  |                       |       |                       |                                  |          |  |
| 14                        | <table><tr><th>Type of Trade Restriction</th><th>Lowers Costs for Domestic Producers</th><th>Raises Prices for Domestic Consumers</th></tr><tr><td>Tariff</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr><tr><td>Subsidy</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Quota</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr></table>  | Type of Trade Restriction            | Lowers Costs for Domestic Producers | Raises Prices for Domestic Consumers | Tariff | <input type="radio"/> | <input checked="" type="radio"/> | Subsidy | <input checked="" type="radio"/> | <input type="radio"/> | Quota | <input type="radio"/> | <input checked="" type="radio"/> | E.4.6-8a |  |
| Type of Trade Restriction | Lowers Costs for Domestic Producers   | Raises Prices for Domestic Consumers |                                     |                                      |        |                       |                                  |         |                                  |                       |       |                       |                                  |          |  |
| Tariff                    | <input type="radio"/>   | <input checked="" type="radio"/>     |                                     |                                      |        |                       |                                  |         |                                  |                       |       |                       |                                  |          |  |
| Subsidy                   | <input checked="" type="radio"/>  | <input type="radio"/>                |                                     |                                      |        |                       |                                  |         |                                  |                       |       |                       |                                  |          |  |
| Quota                     | <input type="radio"/>   | <input checked="" type="radio"/>     |                                     |                                      |        |                       |                                  |         |                                  |                       |       |                       |                                  |          |  |



| 15   | A  |                                  |          | RH.6-8.4 |   |                       |                                  |   |                       |                                  |  |                       |                                  |  |                                  |                       |  |          |          |
|--|--|----------------------------------|----------|----------|---|-----------------------|----------------------------------|---|-----------------------|----------------------------------|--|-----------------------|----------------------------------|--|----------------------------------|-----------------------|--|----------|----------|
| 16   | <p>Historians recognize that the Chicano Movement actually included four related movements:</p> <ul style="list-style-type: none"><li>• a youth-led movement focused on ending discrimination that also participated in protests against the Vietnam War</li><li>• a farmworkers' movement, which created a labor union to improve working conditions</li><li>• a movement aimed at increasing political representation that resulted in the creation of La Raza Unida Party</li><li>• a movement that sought to reclaim ownership of the U.S. Southwest as a "homeland"</li></ul>   |                                  | H.2.4-5a | RH.6-8.1 |   |                       |                                  |   |                       |                                  |  |                       |                                  |  |                                  |                       |  |          |          |
| 17   | D  |                                  | H.2.6-8a | RH.6-8.2 |   |                       |                                  |   |                       |                                  |  |                       |                                  |  |                                  |                       |  |          |          |
| 18   | <table><thead><tr><th>Bill</th><th>Yes</th><th>No</th></tr></thead><tbody><tr><td>Bilingual students must only be taught in separate schools.</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr><tr><td>The government should take land owned by Chicano citizens to construct roads.</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr><tr><td>Public funds can be used to pay the election expenses of only the two major parties.</td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr><tr><td>Tax funds should be used to promote the economic growth of Chicano businesses.</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr></tbody></table> | Bill                             | Yes      | No       | Bilingual students must only be taught in separate schools. | <input type="radio"/> | <input checked="" type="radio"/> | The government should take land owned by Chicano citizens to construct roads. | <input type="radio"/> | <input checked="" type="radio"/> | Public funds can be used to pay the election expenses of only the two major parties. | <input type="radio"/> | <input checked="" type="radio"/> | Tax funds should be used to promote the economic growth of Chicano businesses. | <input checked="" type="radio"/> | <input type="radio"/> |  | C.4.6-8a | RH.6-8.2 |
| Bill   | Yes  | No                               |          |          |   |                       |                                  |   |                       |                                  |  |                       |                                  |  |                                  |                       |  |          |          |
| Bilingual students must only be taught in separate schools.                          | <input type="radio"/>  | <input checked="" type="radio"/> |          |          |   |                       |                                  |   |                       |                                  |  |                       |                                  |  |                                  |                       |  |          |          |
| The government should take land owned by Chicano citizens to construct roads.        | <input type="radio"/>  | <input checked="" type="radio"/> |          |          |   |                       |                                  |   |                       |                                  |  |                       |                                  |  |                                  |                       |  |          |          |
| Public funds can be used to pay the election expenses of only the two major parties. | <input type="radio"/>  | <input checked="" type="radio"/> |          |          |   |                       |                                  |   |                       |                                  |  |                       |                                  |  |                                  |                       |  |          |          |
| Tax funds should be used to promote the economic growth of Chicano businesses.       | <input checked="" type="radio"/>   | <input type="radio"/>            |          |          |   |                       |                                  |   |                       |                                  |  |                       |                                  |  |                                  |                       |  |          |          |
| 19   | C  |                                  | C.2.6-8a | RH.6-8.2 |   |                       |                                  |   |                       |                                  |  |                       |                                  |  |                                  |                       |  |          |          |

| 20 | <table><tr><th colspan="2">Scoring Tool</th></tr><tr><td>2</td><td>This response gives a valid explanation with accurate and relevant evidence from at least one source.</td></tr><tr><td>1</td><td>This response gives a valid explanation with inaccurate, irrelevant, or no evidence from at least one source.</td></tr><tr><td>0</td><td>The response is incorrect or irrelevant.</td></tr><tr><th colspan="2">Sample Responses</th></tr><tr><td>2</td><td>The First Amendment's protection of freedom of the press helped the Chicano Movement. For example, Mexican Americans published newspapers and periodicals to discuss issues in their communities.</td></tr><tr><td>1</td><td>The First Amendment's protection of freedom of the press helped the Chicano Movement.</td></tr><tr><th colspan="2">Answer Cues</th></tr><tr><td colspan="2"><ul style="list-style-type: none"><li>• First Amendment (protests)</li><li>• Right to assemble (National Chicano Youth Liberation Conference)</li><li>• Right to assemble (Chicano student organizations)</li><li>• Right to assemble (La Raza Unida)</li><li>• Right to assemble (labor unions)</li><li>• Freedom of speech (protests)</li><li>• Freedom of speech (<i>El Plan de Aztlán</i>)</li><li>• Right to petition (proposals to the Los Angeles Board of Education)</li><li>• Equal protection under the law (must provide for the educational needs of all students)</li><li>• Fourteenth Amendment (equal protection under the law)</li></ul></td></tr></table> |   | Scoring Tool |  | 2 | This response gives a valid explanation with accurate and relevant evidence from at least one source. | 1 | This response gives a valid explanation with inaccurate, irrelevant, or no evidence from at least one source. | 0 | The response is incorrect or irrelevant. | Sample Responses |  | 2 | The First Amendment's protection of freedom of the press helped the Chicano Movement. For example, Mexican Americans published newspapers and periodicals to discuss issues in their communities. | 1 | The First Amendment's protection of freedom of the press helped the Chicano Movement. | Answer Cues |  | <ul style="list-style-type: none"><li>• First Amendment (protests)</li><li>• Right to assemble (National Chicano Youth Liberation Conference)</li><li>• Right to assemble (Chicano student organizations)</li><li>• Right to assemble (La Raza Unida)</li><li>• Right to assemble (labor unions)</li><li>• Freedom of speech (protests)</li><li>• Freedom of speech (<i>El Plan de Aztlán</i>)</li><li>• Right to petition (proposals to the Los Angeles Board of Education)</li><li>• Equal protection under the law (must provide for the educational needs of all students)</li><li>• Fourteenth Amendment (equal protection under the law)</li></ul> |  | C.2.6-8a | RH.6-8.1 |
|----|--|---|--------------|--|---|---|---|---|---|--|------------------|--|---|---|---|---|-------------|--|--|--|----------|----------|
|    | Scoring Tool   |   |              |  |   |   |   |   |   |  |                  |  |   |   |   |   |             |  |  |  |          |          |
|    | 2  | This response gives a valid explanation with accurate and relevant evidence from at least one source.   |              |  |   |   |   |   |   |  |                  |  |   |   |   |   |             |  |  |  |          |          |
|    | 1  | This response gives a valid explanation with inaccurate, irrelevant, or no evidence from at least one source.   |              |  |   |   |   |   |   |  |                  |  |   |   |   |   |             |  |  |  |          |          |
|    | 0  | The response is incorrect or irrelevant.  |              |  |   |   |   |   |   |  |                  |  |   |   |   |   |             |  |  |  |          |          |
|    | Sample Responses   |   |              |  |   |   |   |   |   |  |                  |  |   |   |   |   |             |  |  |  |          |          |
|    | 2  | The First Amendment's protection of freedom of the press helped the Chicano Movement. For example, Mexican Americans published newspapers and periodicals to discuss issues in their communities. |              |  |   |   |   |   |   |  |                  |  |   |   |   |   |             |  |  |  |          |          |
|    | 1  | The First Amendment's protection of freedom of the press helped the Chicano Movement.   |              |  |   |   |   |   |   |  |                  |  |   |   |   |   |             |  |  |  |          |          |
|    | Answer Cues  |   |              |  |   |   |   |   |   |  |                  |  |   |   |   |   |             |  |  |  |          |          |
|    | <ul style="list-style-type: none"><li>• First Amendment (protests)</li><li>• Right to assemble (National Chicano Youth Liberation Conference)</li><li>• Right to assemble (Chicano student organizations)</li><li>• Right to assemble (La Raza Unida)</li><li>• Right to assemble (labor unions)</li><li>• Freedom of speech (protests)</li><li>• Freedom of speech (<i>El Plan de Aztlán</i>)</li><li>• Right to petition (proposals to the Los Angeles Board of Education)</li><li>• Equal protection under the law (must provide for the educational needs of all students)</li><li>• Fourteenth Amendment (equal protection under the law)</li></ul>   |   |              |  |   |   |   |   |   |  |                  |  |   |   |   |   |             |  |  |  |          |          |
| 21 | 3  | G.1.6-8a  |              |  |   |   |   |   |   |  |                  |  |   |   |   |   |             |  |  |  |          |          |
| 22 | points of view   | H.3.4-5a  | RH.6-8.2     |  |   |   |   |   |   |  |                  |  |   |   |   |   |             |  |  |  |          |          |
| 23 | B, E   | C.3.6-8a  |              |  |   |   |   |   |   |  |                  |  |   |   |   |   |             |  |  |  |          |          |