Social Studies
6-8
Benchmark Assessment
Questions

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Social Studies
6-8
History
Sample Test Questions

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Benchmark A
Interpret relationships between events shown on multiple-tier time lines.
Which is the best conclusion that can be drawn from this information?

A. The idea of guaranteeing individual rights developed over time.
B. Governments gradually became more abusive.
C. Monarchs learned to enjoy sharing power with their subjects.
D. The rights of citizens are protected by nobles.

Rubric:
A
Grade band: 6-8  
Subject: Social Studies  
Benchmark: History A  
Question type: Multiple Choice  
Bloom: Comprehension

WHO COULD VOTE WHEN

<table>
<thead>
<tr>
<th>1780s</th>
<th>1820s</th>
<th>1870</th>
<th>1920</th>
<th>1924</th>
<th>1964</th>
<th>1971</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult white males with property</td>
<td>Religious and property qualifications abolished in many states</td>
<td>Adult black males</td>
<td>Women (19th amendment)</td>
<td>Native Indians (Snyder Act)</td>
<td>Poll taxes abolished (24th amendment)</td>
<td>Citizens 18 years old and older (26th amendment)</td>
</tr>
</tbody>
</table>

Which statement is supported by the information in the timeline?
A. All Americans have had the right to vote since the nation was established.
B. Very few Americans who have the right to vote do so in national elections.
C. The right to vote has been gradually extended.
D. Voters today make wiser choices about political candidates.

Rubric:
D
**Grade band:** 6-8  
**Subject:** Social Studies  
**Benchmark:** History A  
**Question type:** Short Answer  
**Bloom:** Analysis  

**Question:**

Choose one amendment that deals with the presidential term of office and name one president who was affected by the amendment. Explain how he was affected.

**Rubric:**
The 22nd amendment placed a two-term limit on presidency. Dwight Eisenhower was president at the time and could not run for a third term.

2 points – students identified the 22nd term and each successive president having no more than two terms beginning with Dwight Eisenhower.

1 point – students identified either the president or the 22nd Amendment

0 point – students did not understand the concept of the question.
History

Benchmark B

Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.
Grade band: 6-8
Subject: Social Studies

Benchmark: History B
Question type: multiple choice
Bloom: knowledge

Question:
Which civilization produced the philosophers Aristotle, Plato, and Socrates?
A. Chinese
B. Egyptian
C. Roman
D. Greek

Rubric: Greek
Grade band: 6-8  
Subject: Social Studies

Benchmark: History B

Question type: extended response

Bloom: knowledge and analysis

**Question:**

a. Select **two** pictures, write the number of each picture you selected, and tell what the structure in each picture you selected is called.

b. Explain the importance of **both** structures you selected to the lives of the people who lived in that civilization.

**Rubric:**

Naming at least 2 structures for 2 points  
Parthenon  Pyramid  Great Wall of China  Roman Aqueducts

Explaining the importance of each for 2 more points  
Greek temple dedicated to the goddess Athena  
Tombs for pharaohs  
Barrier to keep out Mongols  
Water control

Naming 1 for 1 point  
Identifying the use of 1 for one point
**Grade band:** 6-8  
**Subject:** Social Studies

**Benchmark:** B  
**Question type:** short answer  
**Bloom:** comprehension

How did learning to produce food lead to developing villages by early civilizations? Give two examples.

**Rubric:**  
One point for any one of the following;  
Farming provided a steady food supply.  
They began to domesticate animals.  
People no longer needed to hunt and gather food.  
With more leisure time people began to specialize and depend on one another for goods and services.
Grade band: 6-8
Subject: Social Studies

Benchmark: History B

Question type: short answer

Bloom application: application

Question: Identify at least two gifts of the Nile that produced the results shown in the paintings.
Rubric

Possible answers:  Irrigation
                Fertile soil
                Food
                Agriculture
                farming
Any one of these for 1 point. Any two of the three for 2 points.
Grade band: 6-8
Subject: Social Studies

Benchmark: History B

Question type: multiple choice
Bloom application: knowledge

Question:
Which is the best conclusion that can be drawn from this information?

a. The idea of guaranteeing individual rights developed over time.
b. Governments gradually became more abusive.
c. Monarchs learned to enjoy sharing power with their subjects.
d. The rights of citizens are protected by nobles.

Rubric:
The answer is a for one point.
History

Benchmark C

Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.
Grade Band: 6-8
Subject: Social Studies
Benchmark: History—C
Question type: Multiple Choice
Bloom: knowledge
Question:

In the Chinese feudal system, the role of the nobility was to
  A. collect money from the landowners.
  B. own the land and supervise the work.
  C. farm and pay for the use of the land.

Rubric:
B
Grade band: 6-8
Subject: Social Studies
Benchmark: History C
Question type: multiple choice
Bloom: Knowledge

Question:
The Renaissance began in the city-states of
   A. France
   B. Italy
   C. Greece
   D. England

Rubric:
B
Renaissance and Reformation

The years AD 1350-1600 were a time of new ideas in government, art, scholarship, and religion. The outline below list five cultural areas in which innovations, as well as rediscoveries of techniques which had fallen into disuse, occurred. Under the heading, “painting” writes the innovations and rediscoveries, selecting from the following list.

- Petrarch introduced sonnets
- Architects substituted domes and columns for medieval arches and spires
- Artists created lifelike, freestanding statues of nude figures in bronze and marble
- Humanists wrote in everyday languages rather than Latin.
- Using new techniques, artists made paintings more lifelike.
- Artists made enormous statues.
- Architects adorned buildings with tapestries, paintings, and statues.
- Protestantism was born as a result of Luther’s conflicts with the Catholic Church.
- With a new method of printing, books became more widely available.
- Northern European painters developed the technique of painting in oils.
- The Catholic Reformation began in reaction to spread of Protestantism.

Rubric:
Using new techniques, artists made paintings more lifelike.
Northern European painters developed the technique of painting in oils.
2 points – Students identified the two points above
1 point – Students identified one point from above
0 point – Students demonstrated no understanding of the question
**Grade band:** 6-8  
**Subject:** Social Studies  
**Benchmark:** History C  
**Question type:** Extended Response  
**Bloom:** Comprehension  

**Question:**  
List four ways how the Chinese Feudal System worked.

**Rubric:**  
- Nobles owned the land and controlled the land  
- Peasants/ farmers/ serfs worked the land  
- Peasants/ farmers paid the (tax) nobles for the use of the land.  
- Nobles paid the King a part or part of the farmers crop or what was produced  
- Nobles also supplies or promised to sent the King soldiers in times of War  
- Feudal states each had to own government

4 points – Students listed four ways the feudal system worked in China  
3 points – Students listed three ways the feudal system worked in China  
2 points – Students listed two ways the feudal system worked in China  
1 point – Students listed one way the feudal system worked in China  
0 point – Students did not list any ideas or did not understand how the feudal system worked.
History

Benchmark D

Describe the effects of interactions among civilizations during the 14th through the 18th centuries.
Grade band: 6-8
Subject: Social Studies

Benchmark: History D
Question type: multiple choice
Bloom: knowledge

Question: Use the map to answer the following question.

Which of the areas on the map was the center of Inca civilization?
   a. J
   b. K
   c. L
   d. M

Rubric:
Answer is d for one point.
Question:
The Maya, Aztec, and Inca civilizations each developed
   a. powerful seafaring traditions.
   b. monotheistic religious systems.
   c. democratic governments.
   d. complex architectural structures.

Rubric:
The answer is d for one point.
History

Benchmark E

Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.
Grade band: 6-8
Subject: Social Studies

Benchmark: History E
Question type: multiple choice
Bloom: knowledge

Question:
As a result of the Revolutionary War, the British agreed to
a. recognize the United States as a British colony.
   b. recognize the United States as a free and independent nation.
   c. allow Americans to have representatives in Parliament.
   d. seek new allies against the United States.

Rubric:
The answer is b for one point.
Grade band: 6-8
Subject: Social Studies

Benchmark: History E
Question type: extended response
Bloom: evaluation

Question:
During the American Revolution the British had several advantages such as a superior army and navy. Describe what advantages the colonists had during the American Revolution. Please support your answer.

Rubric:
One point for each listed suggested up to 4 points.
1. Colonist was fighting at home.
2. They used their own tactics.
3. Their cause was well supported.
4. They had help from other countries.
5. They wanted their own government.
6. They wanted to be free of British rule.
7. They had more reserves.
Grade band: 6-8  
Subject: Social Studies  

Benchmark: History E  
Question type: short answer  
Bloom: synthesis  

Question:  
Explain how African Americans contributed to the American Revolution for both the British and the colonist.

Rubric:  
One point for each of the following up to 4 points.  
They served in both the British and Colonial Armies.  
The British offered freedom.  
The first person to die was an African American.
History

Benchmark F

Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.
**Grade band:** 6-8  
**Subject:** Social Studies

**Benchmark:** History F  
**Question type:** multiple choice  
**Bloom:** knowledge

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**Question:**
Which of these would complete the diagram?
- b. U.S. Constitution
- c. Magna Carta
- d. Declaration of Independence

**Rubric:**
Answer is b for one point.
Grade band: 6-8
Subject: Social Studies

Benchmark: History F
Question type: multiple choice
Bloom: knowledge

Question:
Anti-Federalists had many of their concerns about the U.S. Constitution satisfied through the approval of the
a. Bill of Rights
b. Electoral college
c. Three-Fifths Compromise
d. Treaty of Paris

Rubric:
B
Grade band: 6-8
Subject: Social Studies

Benchmark: History F
Question type: multiple choice
Bloom: knowledge

Question:
Alexander Hamilton favored a strong federal government because he believed it would benefit the economy. As a result of this belief, he also supported

a. the abolishment of all tariffs
b. the establishment of a national bank
c. increasing agricultural activity
d. imposing high taxes on factories

Rubric:
The answer is b for one point.
Question:
Describe the result of southern states wanting enslaved persons counted for representation but not taxation during the Constitutional Convention.

Rubric:
One point for each of the following up to a total of two points.
3/5 Compromise
Southern states wanted lower taxes.
Southern states wanted more representation in Congress.
History

Benchmark G

Analyze the causes and consequences of the American Civil War.
**Grade band:** 6-8  
**Subject:** Social Studies  

**Benchmark:** History G  
**Question type:** multiple choice  
**Bloom:** knowledge

**Question:**  
What agricultural invention, designed to increase production, had the effect of increasing the number of slaves needed for labor in the Deep South?

a. the wheat reaper  
b. the cotton gin  
c. the steel plow  
d. the rice mill

**Rubric:**  
The answer is b for 1 point.
Question: Compile a list of people who might be affected by this poster. Why would these people need to be warned?

Rubric: Possible answers are; - 1 point for each of the following:
- fugitive slaves
- runaway slaves
- colored people of Boston
- Fugitive slaves were treated as “lost property” and could be captured and returned to their owners.
- Local watchmen and police officers were empowered to assist slave catchers.
**Grade band:** 6 – 8  
**Subject:** Social Studies

**Benchmark:** G  
**Question type:** multiple choice  
**Bloom:** knowledge

**Question:**  
These people served as public officials during the Civil War. Which of the following matches is incorrect?  
   a. Jefferson Davis – secretary of state for the Confederacy  
   b. Ulysses S. Grant – commander of the Union army  
   c. Robert E. Lee – commander of the Confederate army  
   d. Abraham Lincoln – president of the United States

**Rubric:**  
The answer is a for one point.
**Grade band:** 6 – 8  
**Subject:** Social Studies

**Benchmark:** G  
**Question type:** short answer  
**Bloom:** comprehension

**Question:**  
Describe two violent incidents that showed that the nation was moving from peaceful compromise toward violence.

**Rubric:**  
One point for each of the following:  
- John Browns raid  
- Bleeding Kansas  
- Attack in the Senate  
- Threats  
- Attack on Fort Sumter  
- Abolitionist